

The Switzerland County Action Plan:
A Study of the Relationship Between Environment and Individual

An Honors Thesis (HONR 499)

by

Ellen Forthofer

Thesis Advisor
Lisa M. Dunaway

Ball State University
Muncie, IN

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Why do we live where we live? How do we make this decision? Some consider this a question of place; why are some places more desirable than others?

Others view it as a matter of personality; we are drawn to people and areas with goals and mindsets similar to our own. Others still view an individual's environment not as a conscious choice, but rather as the result of several factors, including socioeconomic class and educational attainment. In his book *Who's Your City?* Richard Florida states, "The place we choose to live affects every aspect of our being ... people are not equally happy everywhere, and some places do a better job of providing a high quality of life than others."¹

However, this issue is largely analyzed on a mutually exclusive and causal basis (i.e. the spatial and social aspects of an environment are viewed as separate and unrelated complex issues). It is overlooked that the individuals who inhabit places have just as much influence on their environments as their environments do on themselves. David Harvey addresses this question of accountability in his book *Social Justice and the City*, noting that most research of urban problems focuses on the issues, not the city itself. In other words, professionals study problems *in* the city, not *of* the city.² This view can be problematic, as the blame for problems falls on the issues themselves and perpetuates a broad and individualized view of cities, rather than attributing problems to their underlying causes within the city.

The academic nature of the argument for the socio-spatial dialectic, beginning with its start in Marxist theory, has created a subject so vast and

¹ Richard Florida, *Who's Your City*, (New York: Basic Books, 2008), 5-6.

² David Harvey, *Social Justice and the City*, (Atlanta: University of Georgia Press, 2009), 22.

theoretical that it is often difficult to find examples of this mode of thought on a quotidian level. Even when examples of socio-spatial theories are evident in modern environments, it is often difficult to recognize them as such for they are clouded with other learned cultural, social, or spatial practices. This paper first summarizes major writings on the definition and implications of the socio-spatial dialectic, and then details a project I was involved in throughout the past year, which explores and applies socio-spatial dialectic values.

What is the socio-spatial dialectic?

Environments and individuals alike are viewed, studied, and discussed as complex entities themselves, but rarely are they studied together, as an interconnected system within urban areas. Analyses of the two systems as one began with Marxist literature and authors such as Henri Lefebvre, and continue today in the same vein. Environments hold value and meaning; however this meaning can only be truly understood when studied alongside the value and meaning of individuals within the environment. This study is often referred to as the socio-spatial dialectic. Soja stresses the importance of this name, as it implies a certain interrelatedness that is lost when each component is viewed separately. He states, "The socio-spatial dialectic fits neither of the two alternatives ... The structure of organized space is not a separate structure with its own autonomous laws of construction and transformation, nor is it simply an expression of the class structure emerging from the social (i.e. aspatial) relations of production."³ Rather, it is dialectical, a discussion and dialogue-based idea centered around the

³ Edward W. Soja, "The Socio-Spatial Dialectic," *Annals of the Association of American Geographers* 70, v. 2 (1980): 208.

simultaneously spatial and social natures of the relationship between environment and individual.

Many fields have studied this relationship, social geography being just one. Katharine McKinnon describes the process of the study of identity and identification within social geography and humanistic geography, and how that relates to the socio-spatial dialectic. She argues that their studies of identity first displayed the notion of the self in geography and the subjective analysis of environment. This view contradicts traditional Marxist thought that a self is at the will of his or her environment. In other words, Marxist theories argue that humanist perspectives overestimate free will and human spirit when it is faced with cultural and social systems and conditions which "shape and limit social systems."⁴ In other words, McKinnon is arguing that social geography's study of identity and identification both affect and are affected by social and spatial aspects of environment. This view implies interconnectedness, or a relationship, between the two qualities.

However, McKinnon's is only one view of the socio-spatial dialectic. For many others, there is growing tension between two modes of thinking about space; the organization of space can be considered a separate structure with its own governing laws, or rather the expression of a set of broader structures and laws, such as cultural or social institutions. In other words, on one hand space can be considered independent and self-regulating; it forms due to a set of rules which dictate only space. On the other, space does not follow its own set of rules and meanings but rather adheres to a larger system, be it cultural or sociological. Dr. Edward W. Soja

⁴ Katharine McKinnon, "Identification," in *A Companion to Social Geography*, ed. Vincent J. Del Casino Jr. (West Sussex, UK: Blackwell Publishing Ltd., 2011), 38-39.

challenges this division and asserts that these subjects do not have a causal or mutually exclusive relationship, but are instead dialectical. He believes that neither extreme is true. He states:

The primary source of misunderstanding over the relationship between social and spatial structures may lie in the failure of Marxist analysts to appreciate the essentially *dialectical* character of this relationship and that of other relationships which are structurally linked to it... As a result, instead of sensitively probing the mix of opposition, unity, and contradiction which defines the *socio-spatial dialectic*, attention has too often been drawn to the empty question of which *causes* which or to endless arguments about preeminence.⁵

In other words, he, like McKinnon, calls for a broader understanding of the systems around and within the socio-spatial dialectic instead of causal or individual analyses. He argues that too much attention is given to what causes the issues instead of how they interact with each other. This holistic view best represents the socio-spatial dialectic, as it is broad and open to interpretation on many levels.

Viewing the socio-spatial dialectic in its separate parts can be dangerous; without understanding the relationship between space and individual, neither can be fully comprehended individually. In *Strange Places*, Kogl explores this phenomenon, noting that places are not neutral. Places affect their residents, shaping their everyday lives: "suggesting some uses, discouraging others." These shaping forces are subtle, however; space communicates in a symbolic language that allows for several interpretations.⁶ Though often understated, these little communications cannot be ignored; each environment affects us, just as we affect it. Kogl examines subtle aspects of the socio-spatial dialect, including how

⁵ Edward W. Soja, "The Socio-Spatial Dialectic," *Annals of the Association of American Geographers* 70, v. 2 (1980): 208.

⁶ Alexandra Kogl, *Strange Places*, (Lanham, MD: Lexington Books, 2008), 101-102.

environments and individuals communicate and interact with each other. It is not a matter of which causes a reaction in which, but rather a web of connected interactions that make up today's spaces. This is an important concept to understand due to the adverse implications if each component of the socio-spatial dialectic is considered separately.

Why is the socio-spatial dialectic important?

It is of utmost importance to understand the socio-spatial dialectic and its implications and consequences. Harvey notes this point well; because environments affect individuals, an individual's environment can adversely affect an individual's opportunities or sense of worth. "If space is seen as absolute it becomes a 'thing in itself' with an existence independent of matter. It then possesses a structure which we can use to pigeon-hole or to individuate phenomena."⁷ By this, he means that if space is viewed as its own separate entity, the connections between an individual's space and their opportunities are lost on a broader level; individuals are more likely to be blamed for their lack of opportunity or success or an area will be labeled as "bad," without thought to the larger, systemic roles being played between environment and individual. Harvey explains, "More often than not geographical and sociological approaches [to understanding space] have been regarded as unrelated, or, at best, as viable alternatives to the analysis of city problems ... [but] these strategies are not alternatives. They should be regarded as complementary."⁸ These two systems of thought work together to create modern environments. Soja

⁷ David Harvey, *Social Justice and the City*, (Atlanta: University of Georgia Press, 2009), 13.

⁸ Ibid., 36.

elaborates that the political organization of space and the mere existence of space itself are representative of social and cultural relationships. "Industrialization, once the producer of urbanism, is now being produced by it."⁹

When speaking of environment and its effects on residents, one must mention the concept of community. "Communities are different, gloriously different,"¹⁰ says Brower, and so are the definitions of community by different fields. Each field views community through the lens of its own discipline. Communities are not natural features, he says. They are "deliberately constructed to further common interests," and opinions on how they are constructed vary by profession. For example, architects and urban planners think community is a by-product of neighborhood design; if modern neighborhoods do not look or feel like a community, it is because of bad design or construction. Social scientists, on the other hand, believe humans form communities because it is natural to do so. It is a social construct rather than a physical construct.¹¹

Each definition, though viewed through a different discipline lens, is a part of the socio-spatial dialectic dialogue because each considers the relationship between an individual and his or her environment and vice versa. The definitions convey a "feeling of 'we-ness'; of belonging to a group whose members share a common

⁹ Edward W. Soja, "The Socio-Spatial Dialectic," *Annals of the Association of American Geographers* 70, v. 2 (1980): 207.

¹⁰ Sidney Brower, *Neighbors & Neighborhoods*, (Chicago: American Planning Association, 2011), xiv.

¹¹ *Ibid.*, 6-8.

destiny ... It is a feeling that each member is concerned about the welfare of the others.”¹²

These definitions of community, while correct in many ways, can often lead to the misunderstanding of socio-spatial dialectic values. In forming a sense of “we-ness,” communities can exclude people outside of the defined community borders and “otherize” them. Space is not equal. Soja explains, “Space has been shaped and molded from historical and natural elements, but this has been a political process. Space is political and ideological. It is a product literally filled with ideologies.”¹³ When analyzing these ideologies in space, one must look at multiple levels: neighborhood, regional, national, and global. By focusing on examples of social injustice and uneven development, it becomes obvious that not all places are equal. These shortfalls must be studied in order to prevent them from perpetuating systems of inequality and injustice.¹⁴

Understanding the relationship between environment and individual, space and social structure, is important because the misunderstanding of the socio-spatial dialectic can perpetuate inequitable environments for different groups of people. In the anthology *The Economics of Inequality, Poverty, and Discrimination in the 21st Century*, William Levernier discusses the geography of poverty in the United States, noting that poverty rates are discriminatory within the United States and vary significantly in different areas. Poverty rates are generally higher in rural areas

¹² Ibid., 4.

¹³ Edward W. Soja, “The Socio-Spatial Dialectic,” *Annals of the Association of American Geographers* 70, v. 2 (1980): 210.

¹⁴ Edward W. Soja, *Seeking Spatial Justice*, (Minneapolis: University of Minnesota Press, 2010), 31.

rather than urban areas, and within large metropolises, inner cities are more impoverished than suburbs.¹⁵ “Much of the variation in poverty rates among different areas of the United States can be attributed to differences in the characteristics among the areas rather than to differences in the location of the areas, per se.”¹⁶ This analysis speaks to the socio-spatial dialectic; both spatial (geographical) and social (social characteristics) attributes of an environment play a part in impacting individuals who reside there, just as the individuals who inhabit a place impact their environment as well. Once again, not all places are equal in providing a high quality of life to residents. In order to combat inequity in environments, both social and spatial concerns must be considered; therefore knowledge of the socio-spatial dialectic is paramount in creating change within communities.

How is the socio-spatial dialectic used in the planning profession?

The socio-spatial dialectic is admittedly a broad topic and one that is difficult to fully understand. Many of the issues that the socio-spatial dialectic focuses on are overlooked as just a part of everyday life; it can be difficult for people to consider the several ways that their environment affects them when it does so every day. That said it is an important tool for urban planners and designers to use when working in communities. By understanding the interconnected nature of environments and individuals, planners and communities can begin to address the causes of problems in their environment, rather than just the symptoms, even if

¹⁵ William Levernier, “The Geography of Poverty in the United States” in *The Economics of Inequality, Poverty, and Discrimination in the 21st Century* v. 1, ed. Robert S. Rycroft (Santa Barbara: ABC-CLIO, LLC, 2013), 57.

¹⁶ Ibid., 66.

these causes are sometimes hard to identify because they easily go unnoticed.

Planners can use knowledge of the socio-spatial relationship to identify both current and future problems in the community and address them in future plans and development.

For example, if a problem identified is a lack of things to do in a small town, further analysis could show that the types of buildings in that town are all very segregated and separated by seas of parking lots. While this parking is necessary due to the nature of rural life, a planner and community may decide to enforce stricter design regulations which call for more walkable environments, with parking in the rear rather than to the front or side of a building. Over time, this could create an area, though probably small, that would support all businesses in the area and provide a place where people could interact. This kind of long-term solution, admittedly difficult to achieve, would address several issues in the community and allow for businesses to benefit from being close in proximity to each other. David Sucher identifies these concepts in his three rules for creating walkable places. In referring to elements of site design such as the location of parking in the previously mentioned example, he states, “the basic arrangement of the building on the site is far more important than what usually passes for architecture: the exterior appearance and ‘envelope’ of the structure.”¹⁷

While the socio-spatial dialectic applies to all environments, for this paper I will focus on rural environments because of the often forgotten effects of socio-spatial relationships in those areas. In places where the livelihoods of individuals

¹⁷ David Sucher, *City Comforts*, (Seattle: David Sucher, 2003), 44.

are dependent on their environment, some effects of the socio-spatial dialectic are obvious. Other, more negative effects, however, are often overlooked. As mentioned earlier, Harvey talks of the lack of attention given to issues of the socio-spatial dialectic in urban areas;¹⁸ rural areas are often completely forgotten. After growing up in a small rural community and participating in the My Community, My Vision project (described in the next section) I can personally speak to the many ways that the socio-spatial dialectic affects rural Indiana communities. One large impact is “brain drain,” or the loss of the young, educated population from a community after graduation. This was one of the main issues addressed by the Switzerland County Action Plan created during the My Community, My Vision project. I was the primary designer and author of this plan, and used it to study the practical application of socio-spatial dialectic principles.

A practical usage of the socio-spatial dialectic: The Switzerland County Action Plan (SCAP)

The following plan, the Switzerland County Action Plan (SCAP), is the product of my experience in the My Community, My Vision program. The ideas that I have written about were obtained from meetings with the Switzerland County High School FFA students and the larger Switzerland County community. I partnered specifically with the SCHS FFA group in the making of this plan, but a large part of their responsibility was to engage their community to gain a wide understanding of the different issues in their hometown. In this section of the paper, I will highlight sections of the SCAP (which follows this paper) that display elements of the socio-

¹⁸ David Harvey, *Social Justice and the City*, (Atlanta: University of Georgia Press, 2009), 22.

spatial dialectic and how we addressed them within the small community of Vevay and its surrounding county. This project used studies in the socio-spatial dialectic to introduce students to a new way of thinking about and analyzing their hometowns, as well as their neighbors.

The My Community, My Vision project partners university urban planning students with rural community high school students to create a plan for their hometowns. This project represents a partnership between Ball State University and IHCD, and is an initiative of the Lieutenant Governor, Sue Ellspermann. Five rural communities were a part of this project: Hanover, Lawrence County, Rushville, Switzerland County, and Washington County. Students from each community, along with their Ball State mentor, produced a plan that deals with community issues and attempts to create an environment better suited for all resident age groups. A major goal of these plans is to combat “brain drain,” or the exodus of youth and talent from an area. This often occurs after graduation as students move to a new area to attend college or find a job. Even as the argument grows that technology will replace the need for interesting places, “brain drain” can be especially traumatic in modern economic times, as Richard Florida notes:

“[Technological advances] have carried the promise of a boundless world. They would free us from geography, allowing us to move out of crowded cities and into lives of our own bucolic choosing... Place, according to this increasingly popular view, is irrelevant... It’s a compelling notion, but it’s wrong. Today’s key economic factors- talent, innovation, and creativity- are not distributed evenly across the global economy. They concentrate in specific locations... Because of this clustering force, cities and regions have become the true engines of economic growth.”¹⁹

¹⁹ Richard Florida, *Who’s Your City*, (New York: Basic Books, 2008), 9.

Florida understands that technology will not erase the need for well-designed spaces. In fact, rural areas are affected by technology twofold: their location makes technological advances more difficult to find there versus an urban area, and because less technology is found in these areas it is extremely difficult to convince businesses and residents to relocate to the area, leading to a declining population.

The My Community, My Vision project explored and applied the socio-spatial dialectic issues such as the effects of technology on the environment and individual throughout the yearlong process. They began this study with a SWOT analysis²⁰ (a study which identifies strengths, weaknesses, opportunities, and threats in a community). From this study, they discovered that most, if not all, of these components spoke to deeper socio-spatial dialectic concerns. For example, the students identified Switzerland County's proximity to Madison, IN as an opportunity- an unrealized asset. When asked why this proximity was an asset rather than another town in Switzerland County, Patriot, IN, the students were confused to be unable to describe why one place was better than another. After learning about urban planning principles throughout the program, they began to see how the socio-spatial dialectic affects design, places, and the people that inhabit them, making some places better and more of an asset than others.

SCAP consists of eight initiatives which all address the socio-spatial relationship in some way. Split into three categories called goal areas, these initiatives are developed from student and community ideas on how they can best

²⁰ Ellen Forthofer, "Switzerland County Action Plan" (My Community, My Vision document, Ball State University, 2015), 14.

improve their community. One goal area in particular, Quality of Life,²¹ was important to the students. They complained that the current Farmer's Market had recently gone through tumultuous change, and though it now finally had a location, the market, along with the rest of downtown Vevay, catered to only a small portion of the age groups who live in the area. The initiatives in this section outline strategies that the community could follow to provide a higher quality of life for all ages while also increasing engagement in downtown Vevay. These initiatives were established after students realized that they rarely passed time downtown, even though their school was connected to the area by a sidewalk. The other goal areas in the plan also relate to the socio-spatial relationship. When asked what it would take to encourage them to return to the area after graduation, students replied that job opportunities and a high quality of life were paramount.

After identifying problems and possible solutions within their community through SCAP, students then faced another obstacle: how are these initiatives and goals to be accomplished? Because issues buried deep within the socio-spatial dialectic are so subtle and often unnoticed, how can their symptoms be treated and the cause eradicated? SCAP includes a section titled Next Steps,²² an Implementation Guide,²³ and information on the local economy²⁴ to assist in the endeavor of actually implementing the plan goals. At the final presentation for this program, students were already expanding on the plan, with talks of adding a Food Pantry initiative.

²¹ Ibid., 17.

²² Ibid., 38.

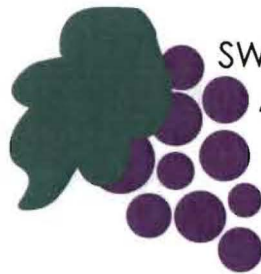
²³ Ibid., 39.

²⁴ Ibid., 45.

This project helped to expand knowledge for all students involved, including myself. The high school students I partnered with shared with me that they now see their surroundings in a completely different way. Although I was already familiar with concepts of the socio-spatial dialectic and their effects, my knowledge of how these concepts work in rural environments grew substantially; though the socio-spatial dialectic is real in all environments, its main impacts and effects vary upon location, be it urban, suburban, or rural. Each type of environment both affects and is affected by individuals who inhabit it. The My Community, My Vision program was helpful in providing exposure of urban planning thinking to young students. Because they have had this experience, they will see their future environments differently and potentially become more involved in the places they live. This “domino effect” could greatly spread awareness of the socio-spatial dialectic and allow entire communities to be happier for it.

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SWITZERLAND COUNTY
ACTION PLAN

SCAP

**Switzerland County
Action Plan
2014-2015**

The ideas and recommendations outlined in this plan are the result of the cooperation between Ball State University, Indiana Housing and Community Development Authority (IHCDA), and Switzerland County High School (SCHS) FFA in the 2014-2015 My Community, My Vision program. The contents of this document consist of only recommendations made by Ball State and SCHS students. This document is intended for use only in Switzerland County, Indiana. All information presented is believed to be correct as of the final publishing date: April 13, 2015.

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Executive Summary

Program

This plan is a product of the My Community, My Vision program in its pilot year from Fall 2014 to Spring 2015. The My Community, My Vision program is an initiative of the Lieutenant Governor Sue Ellspermann to combat the “brain drain” experienced by communities when their young and educated population leaves the area to work, live, and grow a family in a new community. This program attempts to combat these issues by addressing young people, specifically high school students, and their concerns within their communities.

Switzerland County Action Plan (SCAP) represents one of five partnerships with different rural communities throughout Indiana. During the My Community, My Vision program, there were meetings with all communities present as well as several meetings between only Ball State University student mentors and their respective community partners. One Ball State student was assigned to each of the five chosen communities to help guide them through the planning process and produce a final plan. These plans will be presented to the public to gain support and traction so that many issues that high school students have identified as major obstacles in returning to live in these communities can hopefully be lessened or eradicated by the time these students have graduated from college.

Purpose

This plan aims to identify and solve major issues contributing to the “brain drain” (the loss of an area’s young and educated population after graduation) within rural communities. It outlines initiatives that can be started by students and later carried out by powerful community members within the local government or other committed organizations. Each initiative in this plan represents the teamwork between Switzerland County High School FFA students and their Ball State University student mentor, Ellen Forthofer.

Overall, the Switzerland County Action Plan:

1. Involves high school students within the process of transforming their community
2. Identifies problems and obstacles that lie within communities expressed by the students
3. Provides information and means to accomplish transformation in the community

Process

While this plan places large amounts of responsibility for the initial stages of these initiatives with the students, its main goal is to involve both the students and the local community in the process of improving their community. If successful, this plan will address:

Quality of Life

After-school Activities

Farmer’s Market

Improving Community Relationships

Physical Improvements

Public Art

SCHS/Downtown Connection

Economy

Agritourism

Business Improvement District

Business Stability

These are the issues that SCHS students have identified as most vital in determining whether or not they stay in their community after graduation. By working to provide long-term and sustainable solutions for these issues, seriously negative effects of the “brain drain” can be largely avoided.

Learning Opportunity

This plan provides opportunities for immersive learning not only for the SCHS students, but also for the Ball State University student mentors. This plan represents the first time that many high school students have considered their strength and ability

to create change within their community, as well as many students' first exposure to the field of urban planning and its practices. Ball State student mentors also benefit from the My Community, My Vision program as it allows them to act as the leader and principal author throughout the planning process. They can offer what experience they have gained throughout their studies while gaining leadership skills and applicable experience.

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The My Community, My Vision team would like to thank and acknowledge several people and groups for their input and knowledge that contributed to this plan throughout the My Community, My Vision process, including:

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Figure 1: SCHS students and advisor Kyle Woolston speak with their BSU mentor, Ellen Forthofer, during an all-chapter meeting held in Columbus, IN, in late November 2014. Photo: Beth Neville

Planning Process

Spring 2014

Dr. Bruce Frankel began meeting with IHCD A about the possibility of conducting the My Community, My Vision program in the fall. As discussions continued, five community mentors, one economic mentor, and one environmental mentor were chosen to participate in the fall.

August 2014

IHCDA sent out the call for community applications for the My Community, My Vision program in early August 2014. After receiving several applications, five winning communities were chosen: Switzerland County, Washington County, Hanover, Rushville, and Lawrence County.

September 2014

After winners were announced, an all-community chapter kickoff meeting was held in late September. Here, student mentors and high school students met for the first time, and began to discuss their visions for the plans they would create in the following months.

October 2014

Community chapters held in-house meetings, consisting of only the Ball State University student mentor and the students from the community. In these meetings, students shared their ideas about what could be improved within their community, and began to brainstorm solutions. Pre-program surveys were distributed to students to provide a basis by which to gauge the effectiveness of the My Community, My Vision program.

November 2014

A second all-community chapter meeting was held in Columbus, IN, where the economic and environmental student mentors from Ball State gave a presentation on their findings for each community and overall takeaway points in their respective areas which applied to all communities. Details of these presentations can be found at the end of this plan.

December 2014

Ball State University student mentors completed the first draft of the plan by the end of the year. Community partners sent information and more ideas to be added to the plan. The Switzerland County group was tasked with organizing and implementing a community meeting to gain support for the plan, as well as provide a means for which the larger community could voice their opinions to revise the plan as needed.

January 2015

Students continued to promote the plan within their community and make revisions as needed after talking with community stakeholders. They reached out for community input by hosting a community stakeholder meeting.

February-March 2015

Students continued to gain support for the plan and make revisions as necessary. The final draft was published to the My Community, My Vision website, and students and mentors aimed to achieve adoption of their plan, either by the local planning department or the administration of their school.

April 2015

A final celebration was held in Indianapolis in early April where all five plans were unveiled. Post-program surveys were handed out to compare against pre-program survey results to gauge the My Community, My Vision program's effectiveness. This plan will now be used by both students and the community to improve living conditions and combat the effects of the "brain drain".

Components of this Plan

History

The History section of this plan details the story of how Switzerland County and its county seat, Vevay, came to be. Covered in this section are the early beginning settlements in the area, as well as the development of building and home styles over time. It provides a brief background for the geographical setting of this plan.

Demographics

The Demographics section of this plan describes the characteristics of the Switzerland County and Vevay populations. Characteristics studied include age, gender, race, occupation, income, housing, and educational attainment. This information can be used to further understand an area's population.

SWOT Analysis

A SWOT analysis considers the Strengths, Weaknesses, Opportunities and Threats faced by a community.

Goal Areas & Initiatives

Goal areas refer to the three groups of initiatives proposed in this plan. They serve as a categorizing agent for eight initiatives. Goals and initiatives in this plan include:

Quality of Life

After-school Activities

Farmer's Market

Improving Community Relationships

Physical Improvements

Public Art

SCHS/Downtown Connection

Economy

Agritourism

Business Improvement District

Business Stability

These initiatives contain the suggestions for the Switzerland County community that were established by SCHS students throughout the My Community, My Vision process.

Next Steps

This section of the plan identifies methods for the implementation of SCAP within the Switzerland County community. Aspects of these implementation methods include assigning responsible parties such as task forces, identifying possible funding sources both within and outside the community, and networking within the community.

Implementation Guide

Written by Lindi Conover, this section makes connections between SCAP's eight initiatives and funding opportunities identified by My Community, My Vision's economic mentor, India Ballard-Bonfitto at the all-chapter November meeting. Her presentation can be found on the My Community, My Vision website (www.mycommunitymyvision.org).

Economic Condition Analysis

Written by India Ballard-Bonfitto, this additional plan provides information on the economic conditions of the Switzerland County region.

Glossary

Many terms within this plan are based in the profession and field of urban planning. This section of SCAP is meant to help define any jargon or lingo terms that would cause difficulties in understanding the plan, as well as other more general terms that are still hard to define.



History

Switzerland County has a long history and connection to vineyards and wine production, starting with the family who first founded the settlement, the Dufours. The information which guides this section was found through publications of the Switzerland County Junior Historical Society as well as resources on the Internet, including www.swisswinefestival.org and www.switzcomuseums.org.

Detailed accounts of Switzerland County's history can be found in the book *The Swiss Settlement of Switzerland County*, by Perret Dufour, the nephew of John James Dufour. It has proved an invaluable source of information for this section.

Early History

In the late 1700s, John James Dufour left his home of Chatelard, district of Vevay, Canton de Vaud Switzerland, to come to the United States. He hoped to continue the family trade of winemaking and blaze a trail for other family members to follow him to the country.

His adventure began in Jessamine County, Kentucky, as he formed a vineyard association with some residents of the Lexington, Kentucky, area. He planted his first vineyard in 1799.

Just three years later, in 1802, vine disease and poor weather conditions caused Dufour to find a different location for his homestead and vineyard. Dufour and other influential families (Morerods, Siebenthals, and Bettens) settled just over the Ohio River in territory that would one day become Indiana. "New Switzerland" was established and his vineyards began producing wine around 1806. The quality of this wine was extremely high and led to the expansion of Vevay and its surroundings.

Expansion

The growing fame of the Dufour wine along with Vevay's prime location along the Ohio River led to major growth in the area at the turn of the twentieth century. Several industries flourished here, including steamboat transportation, alongside wine production. Several prominent houses such as the

Schenk Mansion pictured in Figure 2, were built in the community during the mid to late 1800s.

Today

Switzerland County has evolved to be much more than a wine-producing community, though residents and visitors alike still honor its beginnings at events like the Swiss Wine Festival each summer. Switzerland County and its county seat, Vevay, retain a strong agricultural industry which defines the community to this day.

Fun Fact:

Railroads were never laid in Switzerland County because steamboat travel was so popular at the time.



Figure 2: The Schenk Mansion above is one of several prominent houses built in Vevay in the mid to late 1800s.



Demographics

Demographics can be a useful tool when analyzing communities. A demographic analysis provides quantitative data to reinforce several observations within the community. This information can often give a broad overview of a place and is useful in the beginning stages of community planning.

Data Sources

Data in this section was taken from ESRI Community Analyst, a mapping software for US Census Data, and American Fact Finder, a website that breaks down US Census Data and American Community Survey (ACS) Data. These charts contain all information current as of the 2010 census or later.

Facts & Figures

The demographic data in this section is broken down by age and gender of the Switzerland County population, racial distribution, household income, educational attainment, and occupation by percent of population.

Switzerland County Races

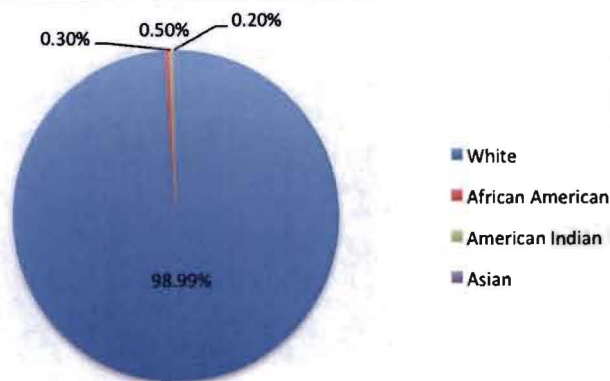


Figure 3: Racial breakdown within Switzerland County

Switzerland County Age & Gender

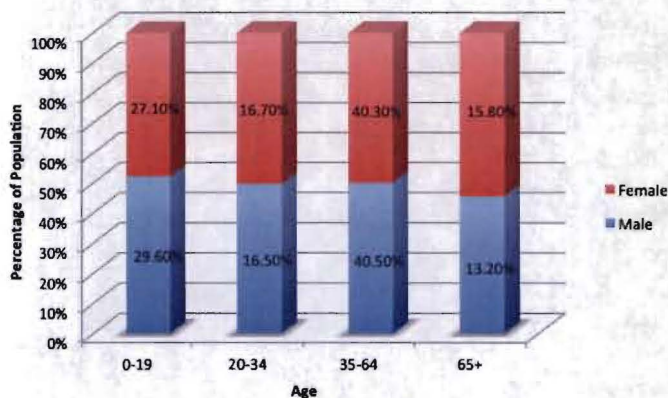


Figure 4: Relationship between age and gender in Switzerland County.

Switzerland Co. Housing Units

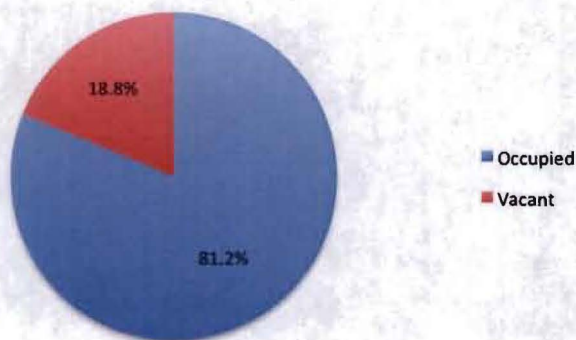


Figure 5: Number of occupied and vacant housing units.

Population Age, Race, & Gender

This category of demographics displays certain characteristics of the Switzerland County population. While race is not a measure that should be dwelled on, it is an indicator of diversity and multiculturalism within a community.

Race

The Switzerland County population is almost 99% white, with 0.3%, 0.5%, and 0.2% identifying as African American, American Indian, and Asian, respectively.

Age & Gender

As of the 2010 census, Switzerland County had 10,613 residents. Figure 4 shows the breakdown of this population among different age groups: 0-19, 20-34, 35-64, and 65+. The numbers show that the population is growing, with larger percentages of both males and females in the 0-19 age category (29.5% and 27.1%, respectively) than the 65+ category. However, a large percentage of the population, both male and female, lies in the 35-64 age group, with 40.5% of the male population and 40.7% of the female population in all of Switzerland County.

Housing

At the 2010 Census, there were 4,969 housing units in Switzerland County. Of those units, 81.2% were occupied, as shown in Figure 5. Of that 81.2%, 61.4% were occupied by homeowners, and renters made up 19.8%. 18.8% of total housing units in Switzerland County remained vacant.

Education

According to the 2009-2013 American Community Survey 5-year Estimates, 82.5% of Switzerland County residents have attained high school diplomas (or their GED equivalent) or higher. 2010 Census data in Figure 6 shows that 3.3% of residents 18-24 and 9.9% of residents 25+ have a Bachelors degree or higher. This plan aims to increase those numbers in the 18-24 age category as it hopes to attract young educated professionals back to the community after graduating with a college degree.

Income & Occupation

Income

According to the 2009-2013 American Community Survey Estimates, the median household income within Switzerland County is \$44,143. The average income among households, however, is \$50,404. Figure 7 shows different income levels by percentage of the total number of households in Switzerland County.

Occupation

Figure 8 below displays occupations within Switzerland County by percentage of workforce. The service and production, transportation, & material moving industries hire the most residents, with 27.8% and 23.2% of Switzerland County's total jobs, respectively.

Switzerland County Educational Attainment

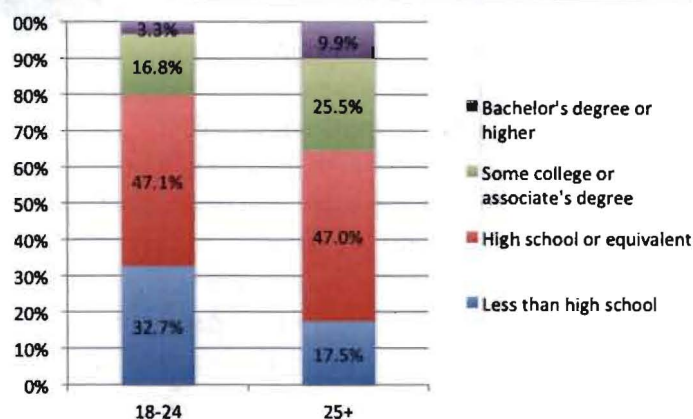


Figure 6: Comparison of educational attainment between Switzerland County residents 18-24 and 25+.

Switzerland County Income

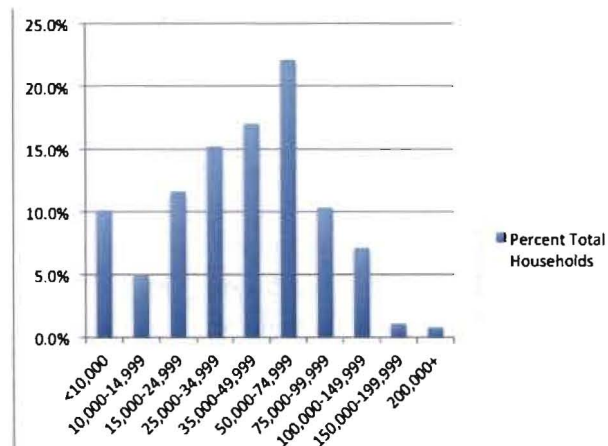


Figure 7: Income by percent of population.

Switzerland County Occupations

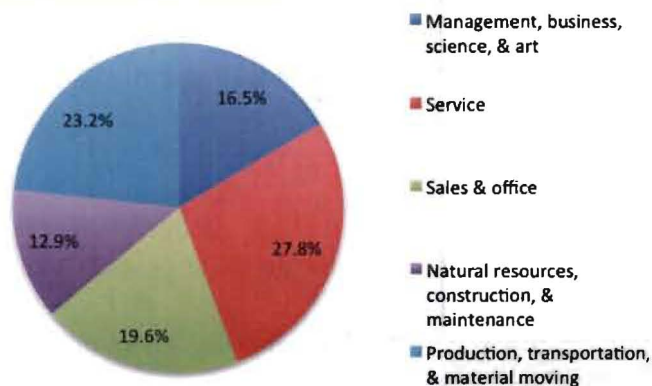


Figure 8: Percentage population employed by occupation.

SWOT Analysis

A SWOT analysis focuses on a community's strengths, weaknesses, opportunities, and threats. Strengths are defined as current assets within the community, whereas weaknesses are current vulnerabilities. Although strengths and opportunities may seem similar, strengths are defined as current assets while opportunities are seen as assets that could be realized in the future. Along those same lines, weaknesses are seen as current vulnerabilities and threats are seen future vulnerabilities. The following SWOT analysis was completed by SCHS students with the help of their BSU student mentor.

Strengths

- Stable agricultural industry
- Healthy downtown infrastructure
- Current community gathering efforts (e.g. Swiss Wine Fest)

Weaknesses

- Few extra-curricular activities for all age groups
- High business turnover rate
- Low walkability for the county- residents must drive almost everywhere
- Large need within smaller communities within Switzerland County

Opportunities

- Favorable circumstances to market community as an agricultural and artisanal hub
- Agritourism as a draw for the local economy
- Proximity to Madison, IN- could join to further each community's tourism efforts
- Expansion of local business

Threats

- Loss of educated youth after graduation
- Proximity to Madison, IN, if cooperation does not occur
- Lack of new job creation in community



Figure 9: Students discuss elements of SCAP, such as the SWOT Analysis and Initiatives, during an all-chapter meeting in Columbus, IN. Photo: Beth Neville

Goal Areas & Initiatives

The terms “goal area” and “initiative” refer to different sections of this plan. A goal area is a categorical element which contains several initiatives. Initiatives refer to the specific projects and suggestions in SCAP that were formulated by SCHS students and their BSU student mentor. Each initiative includes information on its purpose, how to accomplish its goals, local contacts (if available) to start the process, and why it is important for Switzerland County to consider. Much of this information is expressed through initiative goals and sets of actions that, once completed, will help to work towards the overall initiative goal. Goal areas in this plan consist of Quality of Life, Physical Improvements, and Economy.

Quality of Life

The Quality of Life goal area addresses issues that pertain to the standard of living in the area. Many of these initiatives address community activities and programs that could improve the vitality of the town.

After-school Activities

The After-school Activities initiative focuses on the lack of places to go and things to do for SCHS students after-school is finished in the afternoon. It outlines several suggestions that could help to combat this issue.

Farmer's Market

This initiative aims to revitalize the Switzerland County/Vevay Farmer's Market with improved marketing and advertising, as well as a greater number of affordable choices.

Improving Community Relationships

Strong and healthy relationships within a community are paramount to creating successful change and improvement within an area. This initiative proposes finding new places and reasons to gather as a community.

Physical Improvements

The Physical Improvements goal area concentrates on the built environment within Switzerland County

and how it can be improved to create a more welcoming environment.

Public Art

Art displayed in public places often increases its attractiveness and overall sense of community. This initiative includes suggestions to include art in the built environment in several ways.

SCHS/Downtown Connection

This initiative contains suggestions to improve the aesthetics and safety of the sidewalk that connects SCHS to downtown Vevay.

Economy

Several elements of a community depend on its economy. This goal area identifies initiatives that, if implemented, could help to improve the local economy.

Agritourism

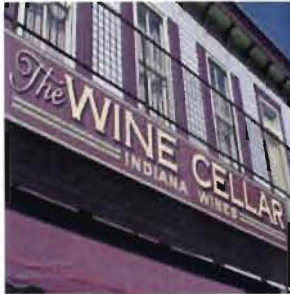
Agritourism involves marketing a rural town or county to tourists through agriculture and artisan products. This initiative outlines how agritourism is and could be used within Switzerland County.

Business Improvement District

This initiative describes the benefits that would be received by implementing a business improvement district and an overview of the process to obtain it.

Business Stability

Several businesses in Switzerland County are not able to remain long-term. This initiative explores ways in which Switzerland County and Vevay can help to retain businesses once they locate in the area.



GOAL AREA

Quality of Life

The Quality of Life goal area consists of initiatives that aim to improve the standard of living within Switzerland County and Vevay, IN. Informed by input from SCHS students as to what the largest issues in quality of life within their community are, these initiatives suggest several activities and programs that could be implemented to improve living conditions in the area and make it a more attractive place for everyone, but especially the younger population. Initiatives within this goal area are as follows:

After-school Activities

Current examples of after-school activities are outlined as well as suggestions for programs that could help to alleviate the problem many students have finding something to do after school.

Farmer's Market

This initiative outlines methods to revitalize and reinvigorate the current farmer's market.

Improving Community Relationships

Strong relationships within the community are important when attempting to improve an area. This initiative suggests several ideas that can help to strengthen community relationships.

After-school Activities

The After School Activities initiative has two major goals:

- 1) Increase the amount of places to go after school
- 2) Increase the amount of after-school programs available to students in Switzerland County.

Some examples of post-school activities are already present in Switzerland County. However, these examples do not account for all age groups. The Switzerland County YMCA (see Figure 10) offers youth after-school programs, but only for children in kindergarten through fourth grade. Programs could be expanded to other age groups to further capitalize on the organization's potential within the community. For example, the gym and equipment at this location could be used for middle-school and high-school level club athletic teams and tournaments. One SCHS FFA student remarked that the grounds of YMCA could also be used for community gardening or environmental education for both his FFA group and the larger public.

Two main considerations must be taken when contemplating potential programming: location



Figure 10: The Switzerland County YMCA offers some after-school programs, but could expand to reach more age groups.

Photo: www.usatoday.com

and program. Both considerations can vary widely, and each should be weighed for their value to the community and the participants of the program. For example, is the location more important than the programming? Will students travel to a further location for a more attractive program?

Why is this important?

SCHS students repetitively identified the lack of after-school activities as a major problem in Switzerland County. Some students noticed a link between the amount of teenagers finding trouble and the lack of after-school programming. Instead of weakening the community through trouble-seeking, bored teenagers participating in after-school programming can actually strengthen relationships in the community both within and across different age groups.

What will this involve?

In order to create successful after-school programming, several steps must be taken.

- 1) Assess what programs currently exist and identify any gaps or areas that could improve.

The YMCA is a good example of a functioning after-school program that could also improve its services to a larger population.

- 2) Identify what programs would best serve community needs.

Directly survey teenagers to see what programs would interest them. Are there any organizations that would benefit from providing programs that involve children? Is there any overlap between the two?

- 3) Create or identify a responsible party for overseeing and/or organizing the activities.

Establish who is responsible for organizing program logistics and implementing ideas.

- 4) Market and advertise programs to help ensure success and usage.

It is important that children, teenagers, their families,

After-school Activities

and the rest of the community are well aware of these programs and their benefits. Involve these invested groups of people in the initial planning stages to gain their loyalty.

Contact information

Switzerland County YMCA
1114 W. Main St.
PO Box 113
Vevay, In 47043
Eric Cole, Chief Executive Officer
info@switzymca.org
812-427-9622
www.switzymca.org

Funding resources

Community Foundation of Switzerland County, Inc.
303 Ferry Street
P.O. Box 46
Vevay, Indiana 47043
Pam Acton, Executive Director
pacton@cfsci.org
812-427-9160
www.cfsci.org

Also see Implementation Guide, page 39, and the funding database available at the My Community, My Vision website.

Case Study One: "The Garage"- Burnsville, MN

The Garage is a student-run center for after-school, weekend, and summer activities. Music and art together define the space (see Figure 11); the Garage is a self-proclaimed concert venue, safe location for after-school activities, and an asset to the community. Students are themselves responsible for organizing music workshops and performances, as well as providing the equipment in the space.

This project began small, with most of its funding originating from local businesses and city funds. After continued success and a proven positive influence on children, larger funding amounts were attainable. The Garage is now being converted to a non-profit organization that focuses largely on its



Figure 11: The former Burnsville city maintenance building was converted into a concert venue and hangout spot for teenagers. Photo: <http://www.ci.burnsville.mn.us/> identity as a concert venue, and after-school activities have been moved to a nearby school. That said, it is still a great example of student-led after-school programming. See <http://www.wallacefoundation.org/cost-of-quality/case-studies/Pages/the-garage.aspx> and www.thegarage.net.

Case Study Two: "Cool California"- Arroyo High School, El Monte, CA

"Cool California" is a state initiative to engage students in sustainable practices through after-school activities. Arroyo High School is just one example of many schools that began an environmentally-minded after-school program. This specific school focused on creating organic compost for nearby farms and urban gardens. Students constructed compost bins, collected compost materials, and monitored compost throughout the process. Students chose to create compost to augment the local farmers' efforts to begin using more sustainable practices.

A program similar to this could be especially beneficial for the student FFA group. It could be used to further educate students and the general public about agriculture and sustainable, environmentally-friendly practices, while also providing a source of income for the group if the compost were to be sold. Students could produce

After-school Activities



Figure 12: This picture shows one of two compost bins that were constructed by students at Arroyo High School. Photo: www.coolcalifornia.org

things other than compost (e.g. produce). See <http://www.coolcalifornia.org/case-study/arroyo-high-school>.

Additional information

Switzerland County YMCA
www.switzymca.org

Farmer's Market

This initiative has one major goal:

- 1) Reinvigorate the current Farmer's Market in Vevay to better interest and include all ages

The Switzerland County Tourism website notes that the Farmer's Market takes place adjacent to the Courthouse. This location, while not central for the entire county, is beneficial because it places the market in a center of activity. While it is successful, the following suggestions could help to make the Farmer's Market more engaging for all ages.

Why is this important?

After hearing a presentation at the November My Community, My Vision all-chapter meeting in Columbus, IN, focusing on ways to revitalize a community economically, students observed that their community had several assets, but, in their opinions, few were dedicated to the younger population. The Farmer's Market was identified as one program that could be improved to engage more people, while still retaining current customers.

What will this involve?

The following suggestions could help to make the Farmer's Market more attractive and accessible



Figure 13: This sign is a great example of good marketing. This marketing could also be extended into other types of advertising. Photo: www.switzcotourism.com

to larger groups of people, hence ensuring its continued and more widespread success:

- 1) Create a wider selection of goods available for sale.

Expand the market to include more artisan and homemade goods, as well as perhaps local student contributions, either in handmade goods that could serve as a group fundraiser or produce grown in student-led gardens.

- 2) Introduce SNAP acceptance at Farmer's Market vendors.

Increase availability and access to fresh food to all community members. For more information on qualifications and how to apply for SNAP acceptance, see: <http://www.fns.usda.gov/ebt/learn-about-snap-benefits-farmers-markets>

- 3) Improve marketing and advertising strategies.

Ensure that the community is well aware of the date, time, and place of the Farmer's Market, as well as any special events that take place there. Consider creating attraction to the market such as games, craft fairs, live music, etc. Build an event the community can gather around.

Contact information

Switzerland County Tourism
128 West Main St.
Vevay, IN 47043
visitsc@switzcotourism.com
1-800-435-5688
www.switzcotourism.com/farmers-market

Funding resources

See Implementation Guide, page 39, and the funding database on the My Community, My Vision website.

Case Study One: Sioux City Farmer's Market, Woodbury County, IA

What began as a visionary project that proved too large and unfocused ended as the incredibly successful Sioux City Farmer's Market. Funds were transferred to a local nonprofit organization, Buy

Farmer's Market

Fresh Buy Local (BFBL), to start a weekly farmer's market.

In order to provide stability and involve all members of the community, BFBL solicits donations and sponsorships from local organizations and businesses. These funds go towards annual expenses which include reusable Sioux City Farmer's Market bags that are distributed to patrons and bicycle racks at the market's location.

BFBL carefully monitors vendors so that a wide variety is offered and nearly every demographic and socioeconomic group in the area is satisfied. Even students visit the market on occasional weekday mornings to learn about the market, why it is a special place to shop, and about the agricultural processes that create the products being sold.

The market is not only a learning center for students. Because of its great success, the Sioux City Farmer's Market has grown exponentially, with vendors establishing their small stand into full-fledged businesses. BFBL uses the Farmer's Market as an opportunity to educate vendors on marketing, stall design, and food safety procedures.

Local artists also benefit from the market, as they are able to gain recognition from selling their work or performing at the events. For more information on this case study, see: www.farmersmarketsiouxcity.com and <http://www.extension.iastate.edu/valueaddedag/sites/www.extension.iastate.edu/files/valueaddedag/finalreport.pdf>.

Additional information

Purdue University Tips on Starting a Farmer's Market

www.extension.purdue.edu/extmedia/ec/cc-739.pdf

Indiana Department of Agriculture Food Hubs

www.in.gov/isda/3109.htm



Figure 14: The Sioux City Farmer's Market has grown since its birth. It now serves as a center of education for both vendors and patrons. Photo: www.farmersmarketsiouxcity.com

Improving Community Relationships

The Improving Community Relationships initiative is driven by two goals:

- 1) Attract and create more community gathering places to Switzerland County.
- 2) Increase the amount of activities that bring the community together.

A good example of an annual community gathering is the Swiss Wine Festival held each August. This festival has a long history in Vevay, and has experienced much change over the years. Today it is a festival that brings both the community and visitors together to share in the heritage of Switzerland County, and serves as a major fundraiser for many groups and businesses in the area.

This initiative aims to create more experiences like the Swiss Wine Festival in Switzerland County year-round to build better relationships both within and outside the community.

Why is this important?

During several meetings throughout the fall of 2014, SCHS students noted the lack of community events available throughout the year. The Swiss Wine Festival was pointed out as a good example of the type of community event that should be

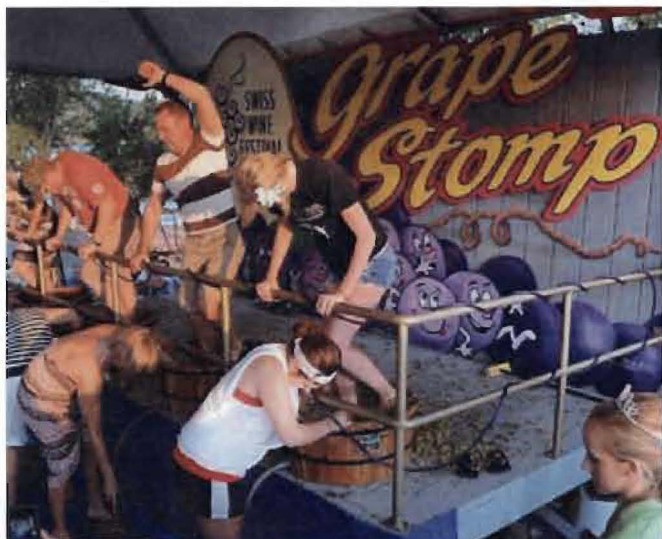


Figure 15: Grape Stomping is one of several activities available at the Swiss Wine Festival each year. Photo: www.madisonsourrier.com

continued in the future. It is important, however, that these events not only cater to one age group. A more permanent community gathering place was also wished for by students, as many currently leave the community to find places where they and their friends and family can spend time together.

What will this involve?

The following steps should be taken to introduce more gathering places and events, both permanent and annual, into the Switzerland County community:

- 1) Identify examples of good community interaction and note similarities.

What is it that brings the community together? Take notes from strong existing programs such as the Swiss Wine Festival.

- 2) Brainstorm possible events that give the community year-round opportunities to come together.

What events or places would draw residents and outside visitors to Switzerland County on a regular basis? Some ideas can be found in the Farmer's Market and Agritourism initiatives within this plan.

- 3) Create a committee responsible for the implementation and follow-through for these events and places.

This committee could include volunteer or paid positions, but should focus on incentivizing local businesses to fund or sponsor these events and places within the community.

- 4) Market & advertise within and outside of the community.

Ensure that the community and visitors know about the opportunities available in Switzerland County.

Funding resources

See Implementation Guide, page 39, and the funding database on the My Community, My Vision website.

Improving Community Relationships

Case Study One: Summer Nights Film Series, Indianapolis Museum of Art, Indianapolis, IN

Each summer, the Indianapolis Museum of Art (IMA) hosts the Summer Nights Film Series that offers a wide range of movies screened at the amphitheater on IMA's campus. A small fee charged to patrons helps to cover expenses.

Before the movie showing, the grounds of the IMA are open to the public, encouraging socialization before the event. Concessions are available on site, offering another method of fundraising for the IMA.

This example could be mirrored in Switzerland County to provide fun community events throughout the summer, as well as a fundraising resource for the organization that chooses to facilitate it. More information on the Summer Nights Film Series at the IMA can be found at www.imamuseum.org/events-programs/films/summer-nights.

Case Study Two: Shelby Idol, Shelbyville, IN

Each year, Shelbyville, IN, hosts a local talent competition called Shelby Idol which mimics the hit



Figure 16: Patrons are encouraged to bring blankets and snacks to the showings during the IMA Summer Nights Film Series. Photo: www.imamuseum.org



Figure 17: The community gathers each week during the competition to hear performances. Photo: www.strand-theatre-shelbyville.org

television show, American Idol. In this competition, performers sing each week for audiences at a local performance center, The Strand Theatre. Performers compete at three separate levels- Middle School, High School, and Adult- so that all ages are welcome and can participate. Small prizes are available to winners, as well as coverage throughout the competition on the Strand Theatre's website and in the local newspaper. For more information, see the event's regularly updated Facebook page at www.facebook.com/pages/Shelby-Idol/208144915884874.

Additional information

Switzerland County Events Calendar
www.switzerland-county.com/

What To Do in Switzerland County
www.switcotoirism.com/what-to-do/



GOAL AREA

Physical Improvements

The quality of the built environment has a large effect on the community it resides in. For example, broken sidewalks and chipping paint give a different impression of a space compared to manicured trees and building finishes along clean sidewalks in stable condition. This initiative focuses on how improvements to the built environment can improve Switzerland County.

Public Art

Displays of public art can elevate perceptions of the area. A community can foster local artists if they choose to display local work. This initiative details several examples of successful public art displays both within and outside of Switzerland County, and lists steps for the continuation of public art displays in the community.

SCHS/Downtown Connection

The sidewalk that connects Switzerland County High School to downtown Vevay is in good condition, but this initiative provides suggestions to improve the path and create a more aesthetically pleasing experience.

Public Art

The Public Art initiative aims to accomplish two goals:

- 1) Improve the physical attractiveness and aesthetics of Switzerland County
- 2) Foster local artists

These two goals have the potential to be accomplished together. By emphasizing the need for public art within the community to improve its attractiveness, and commissioning local artists to produce those works of art, both goals can be accomplished simultaneously.

Switzerland County is already known to have a strong art culture and community. Several artisan shops (as pictured in Figure 18) line the streets of downtown Vevay, all adding to the established art scene. (More information can be found at www.switzcotourism.com/vevay-art-walk/) Introducing more murals and displays of public art could help to improve the physical environment that surrounds and connects the current centers of art and artisan products.

Why is this important?

Creating an even denser center of artists and artisans could potentially draw more visitors to the



Figure 18: Stores much like this line the streets of downtown Vevay, creating a strong art culture. Photo: www.hiddengemsindiana.org

community and strengthen the economy. A base of established shops is already present; adding displays of public art would create a cohesive link throughout downtown Vevay as a cultural area. Public art also emphasizes the individuality and uniqueness of not only the place, but also the people who inhabit it. This can create a stronger sense of pride within the community while also attracting visitors to the area.

What will this involve?

Outlined below are three steps that would help to accomplish this initiative's goals:

- 1) Identify locations that could be improved with public art.

Where should the next mural be painted? Could a creative project be completed on the sidewalks or crosswalks in downtown? Is there a need for bike racks? Could they be designed with a unique artistic flair?

- 2) Create a committee to review and implement local artist contributions

An arts commission or a nonprofit organization could easily head this project.

- 3) Call for submissions and implement public art displays

After a project has been identified, a call must be made to the public for local art contributions. Once chosen, the arts committee or reviewing board would commission the artist to complete his or her piece.

Contact information

Community Art Center
217 Ferry Street
Vevay, IN 47043
812-599-4048
Anita Danner & Board of Directors

Funding resources

See Implementation Guide, page 39, and the funding database available on the My Community, My Vision website.

Case Study One: Toledo Arts Commission, Toledo, OH

The Toledo Arts Commission has been in place for over 50 years, but just in the past decade the city developed the “1% for Art” Ordinance, which makes funding available to beautify the city. Since that enactment, the Toledo Arts Commission has been able to pour more funding dollars into downtown Toledo. This money is visible in public art displays, such as unique bike racks, murals, and well-designed streetscapes.

The city uses its public art to draw people downtown, with events like art walks and holiday art loop tours. More information on this program and city environment can be found at www.theartscommission.org.

Case Study Two: Street Art Initiative, Scottsburg, IN

The Scott County Arts Council recently implemented its Street Art Initiative in Scottsburg, Indiana. This initiative engaged local high schoolers to create large stencils that were to be used to paint each of the crosswalks in downtown Scottsburg. Volunteers of all ages within the community offered help in painting the crosswalks, as seen in Figure 20. The decorated crosswalks help to showcase artistic



Figure 20: Volunteers helped to paint the crosswalks at low-traffic times of the day. Photo: www.facebook.com/ScottCountyArtsCouncil

talent in Scottsburg, while also provide a fun, new way to look at city infrastructure. By providing art to be seen on an everyday level, this project helped to distinguish Scottsburg as a unique and creative Midwestern town. For more information, see www.facebook.com/ScottCountyArtsCouncil

Additional information

Scott County Arts Council (in reference to Case Study Two)

www.scottcountyartscouncil.org

Switzerland County Art Center

<https://www.facebook.com/switzcoartcenter>

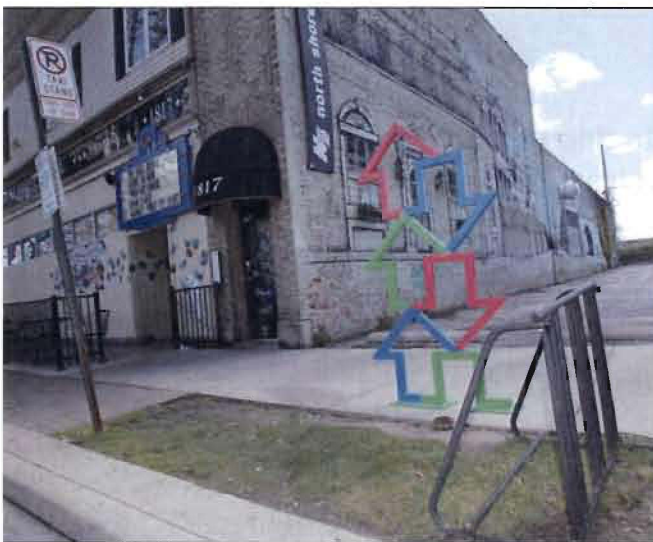


Figure 19: This photo shows an example of one of the unique bike rack designs in downtown Toledo, right in front of a mural! Photo: www.toledoblade.com

SCHS/Downtown Connection

The SCHS/Downtown Connection initiative focuses on the sidewalk that links Switzerland County High School with downtown Vevay. It consists of two major goals:

- 1) Create a safer and more aesthetically pleasing connection between the high school and downtown
- 2) Encourage student use of downtown Vevay

While it is fantastic that Switzerland County High School already has the sidewalk connection to downtown Vevay, a progressive community should always be looking for ways to improve. Paying attention to this walkway could have dramatic impacts on the perceived safety and usability of downtown Vevay for SCHS students.

Why is this important?

Safety is paramount in places where communities come together, like downtowns. It is important to consider whether improvements to existing infrastructure could be made that would have a positive impact on community safety and health. Additional information on the safety requirements and recommendations for school pathways can be found through the Safe Routes to School program (see www.saferoutesinfo.org/engineering/sidewalks).



Figure 21: The sidewalk connecting SCHS to downtown Vevay is in good condition but could be improved with artwork and landscaping. Photo: www.maps.google.com

cfm). Improving this sidewalk could also provide a strong entrance, or gateway, to downtown Vevay when traveling from the school. This gateway could improve the levels of pride associated with downtown Vevay and with SCHS. The improved path as a whole could lead to a higher use of downtown Vevay by SCHS students after school hours.

What will this involve?

Three actions lead to the accomplishment of this initiative's goals:

- 1) Repair any damaged sections of current path, and widen to facilitate more usage

Widening the path could just involve making the pedestrian path larger; it could also mean installing a bike lane!

- 2) Add landscaping to the path to create a well-designed streetscape

Adding plants, lights, benches, and other landscaping elements can improve the perception of both connection points of the path.

- 3) Create an interactive experience that offers a gateway to downtown

Public art displays along the path and at the entrance to Vevay indicate to pedestrians that a place is unique and important.

Funding resources

See Implementation Guide, page 39, and the funding database on the My Community, My Vision website.

Case Study One: Indianapolis Cultural Trail, Indianapolis, IN

While the Indianapolis Cultural Trail is much larger than a path connecting two points, it provides a wonderful example of how pedestrians and cyclists can be addressed in a feasible and aesthetically pleasing way. Both pedestrians and cyclists have their own "lane" on a trail that is tastefully landscaped. Public art is also featured along the Cultural Trail, and is in many cases interactive with trail users. The

SCHS/Downtown Connection

Glick Peace Walk (see Figure 22 below) features important figures in world peace history along a two-block span. Switzerland County could borrow this idea and produce something similar, but specific to Switzerland County on the path connecting SCHS to downtown Vevay. For more information on the Cultural Trail, please visit www.indyculturaltrail.org.

Additional information

National Center for Safe Routes to School
www.saferoutesinfo.org

Safe Routes to School National Partnership
saferoutespartnership.org



Figure 22: The Glick Peace Walk along the Indianapolis Cultural Trail includes interactive art along its 2-block span. Photo: www.indyculturaltrail.org



Figure 23: Several meetings were held throughout the year for the My Community, My Vision program. Photo: Beth Neville



GOAL AREA

Economy

A healthy economy is the base for a healthy community. Throughout the My Community, My Vision process, students identified the lack of business stability as a major problem in Switzerland County. This goal area includes initiatives which explore different ways for Switzerland County and Vevay to help sustain long-term businesses while also drawing upon new methods to attract business and visitors to the area.

Agritourism

Already explored by the community, agritourism could act as an even larger draw to Switzerland County year-round. This initiative explores what Switzerland County is already doing in terms of agritourism, and how those efforts can be expanded to create a larger draw.

Business Improvement District

This initiative outlines the function of a business improvement district (BID), as well as its advantages to the community. Enacting a BID would help Switzerland County businesses to pool resources to provide services for all so that expenses stay low and greater profits are gained.

Business Stability

Much like the Business Improvement District, the Business Stability initiative focuses on how to keep local businesses in the Switzerland County area. This initiative details different methods and strategies for helping businesses to succeed in Switzerland County.

Agritourism

The Agritourism initiative focuses on Switzerland County's current agritourism efforts, and what can be done to add to them. It includes two main goals:

- 1) Capitalize on what is unique to the community
- 2) Increase visitor trips and spending

Agritourism is defined as any agricultural system that acts as a draw for visitors. Many rural communities are able to capitalize on what they have by framing their agricultural systems as tourism.

Switzerland County has already made great efforts in agritourism through programs like the Rural Heritage Tour (Figure 14), Switzerland County Driving Tours, and the Indiana Wine Trail. By marketing what is unique and different about Switzerland County to the larger public, it is possible to draw visitors and further establish and stabilize the local economy.

Why is this important?

Agritourism is important for communities like Switzerland County because it allows for growth and change while still retaining agriculture as one of its strongest industry forces in the economy. It also helps to strengthen the local economy by creating



Figure 24: The Rural Heritage Tour features volunteers who dress in period clothing. Photo: www.switzcomuseums.org

a draw for visitors and tourists to come to the community.

SCHS students feel that agritourism efforts, like those already in place, are beneficial to the community as it moves forward. Current efforts should be continued as new explorations in agritourism are implemented to create Switzerland County as a year-round tourist destination.

What will this involve?

To add to the agritourism efforts in Switzerland County, consider the following steps:

- 1) Identify what is unique about Switzerland County, and how that could be transformed into a draw for visitors

Agriculture, wine production, and artisan products are all unique to Switzerland County and could be bases of a strong tourism network.

- 2) Continue to expand current agritourism efforts and connect assets

Switzerland County is unique due to its proximity to Madison, IN, a town known for its independent shops in a historic downtown setting. Switzerland County could potentially partner with Madison, creating a greenway or some link between the two cities. This could help agritourism efforts in each community.

- 3) Market and advertise these agritourism efforts to the larger community

Agritourism efforts will only be successful if people are aware of its existence. Market to all of Indiana as well as surrounding states to gain widespread recognition.

Funding resources

Sustainable Agricultural Research & Education Grants by State

<http://www.sare.org/State-Programs/Funded-Grants-in-Your-State>

See also the funding database on the My Community, My Vision website.

Case Study One: Driftless Farm Crawl, Dubuque County, IA

The Driftless Farm Crawl is an initiative out of Dubuque County nonprofit organization Dubuque Eats Well (DEW). A part of their mission statement involves providing local, healthy food to residents. The Farm Crawl was seen as a way to connect residents to agriculture in a tangible way. On a summer weekend, farms in the area are open with tours as buses and cars of people pour in. It is a free family event, but the individual farms are free to offer their products for purchase.

After the Farm Crawl festivities during the day, a nighttime Farm to Table event raises even more money for the community. Here, DEW partnered with a local homeless shelter to organize and host the dinner, which sold out weeks in advance. Local chefs prepare dishes from local meat and produce, and all proceeds went back to the community. More information can be found at www.extension.iastate.edu/valueaddedag/sites/www.extension.iastate.edu/files/valueaddedag/finalreport.pdf or www.driftlessfarmcrawl.com.

This type of community gathering could be successful in Switzerland County, as it brings people from within and outside the community together

over local food and local food production.

Additional information

Indiana Department of Agriculture: Local Foods & Agritourism

<http://www.in.gov/isda/2964.htm>

My Indiana Home: Blog About Agricultural Trips and Activities in Indiana

<http://my-indiana-home.com/travel/agritourism/>



Figure 25: The Driftless Farm Crawl includes a meal at select local farms each year.

Photo: www.driftlessfarmcrawl.com

Business Improvement District

A Business Improvement District (BID) offers support to local businesses through improvements funded by a special levy (or tax) to businesses within a defined area. The funds can only be used towards projects also located within this defined area. BIDs are considered useful because it shares resources among local businesses to cut some of their expenses. This initiative suggests implementing a Business Improvement District in Vevay, with the following overall goal:

1) Enhance and support local businesses

Local businesses can work together through a BID to provide services collectively that would have previously been an out-of-pocket expense for each business.

Why is this important?

Businesses within a Business Improvement District see direct results from their investments, since funds can only be used within the area in which they are collected. It decreases individual business expenses by communalizing resources and services provided. Examples of services that might be provided through a Business Improvement District are: snow removal, streetscape and landscaping improvements, facade renovations, advanced security, and better marketing and advertising.



Figure 26: Downtown Vevay contains several businesses that could stand to benefit from a BID.
Photo: Ellen Forthofer

Throughout the My Community, My Vision process, SCHS students mentioned downtown Vevay businesses as an asset to the community, but one that could improve with the teamwork and cooperation between businesses. This initiative shows one suggestion for how to improve this cooperation and teamwork- a Business Improvement District.

What will this involve?

To put a Business Improvement District in place, government legislation is required. More information on the exact steps necessary to enact a Business Improvement District can be found in Indiana Code at this website: www.in.gov/legislative/ic/2010/title36/ar7/ch22.html. (What is referred to as a Business Improvement District (BID) in this document is there referred to as an Economic Improvement District (EID). They are the same thing.)

1) Create a petition among businesses that establishes both the boundaries for the district and proof of majority consent

This petition will be stronger if it includes information on what kinds of projects are expected from the BID. As mentioned above, work completed through BID funding usually consists of maintenance or capital improvements that go above and beyond what is offered by the city.

2) Approve local legislation that allows a Business Improvement District

For this to happen, the local government must first receive permission from the state government. More information can be found at the link above.

Case Study One: NADO Vibrant Rural Communities, Lewistown, PA

This rural community's downtown had been at risk of demise for years, but it wasn't until a local effort through a downtown "re-visioning" project that change began to occur. By joining all of those who were invested in the well-being of downtown, not merely the business owners who inhabited it, the re

Business Improvement District

visioning process allowed for great progress to be made.

Facades were improved and up-kept through a Business Improvement District established after the re-visioning process, as well as other maintenance and upkeep services. Projects near the edge of the district boundaries were aimed at both the business owners and their residential neighbors. One example is shown in Figure 27, a park that sits at the seam between downtown Lewistown and the more residential sections. See www.nado.org/vibrant-rural-communities-lewistown-pennsylvania/ for more information.

Additional information

IACED Article on Indiana Passage of BIDs

www.iaced.org/2010/01/economic-improvement-districts-pass-house-committee/

Indiana Code on BIDs

www.in.gov/legislative/ic/2010/title36/ar7/ch22.html

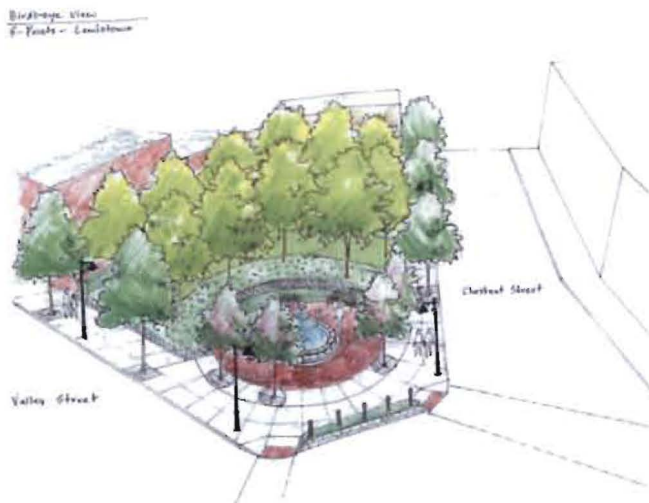


Figure 27: One example of cooperation between businesses and residents through BIDs.

Photo: www.nado.org/vibrant-rural-communities-lewistown-pennsylvania/

Business Stability

The Business Stability initiative has two major goals:

- 1) Help businesses to remain in the community long-term
- 2) Create niche markets unique to Switzerland County

Switzerland County is lucky to have a strong business presence in downtown Vevay, but steps could be taken to improve the longevity of those businesses. By creating a market of locally produced and artisan goods, Vevay could stand to profit from a market where the environment and products are available exclusively in downtown Vevay.

All initiatives in the Economy Goal Area are somewhat similar. They all involve creating an exclusive market within Vevay and marketing it as such, while also improving the longevity of businesses currently located downtown. The Business Stability initiative expands on those goals and provides case studies which give ideas to help sustain long-term business.

Why is this important?

Creating a welcoming environment for small businesses is extremely important for the well-being of downtown Vevay. The Switzerland County Economic Development Corp. already has wonderful tools and assets for budding businesses (See www.switzerlandusa.com/) but these resources can always be expanded to provide the best possible environment for small businesses.

Throughout the My Community, My Vision process, SCHS students talked of the constant change and turnover in downtown Vevay. This tumultuous state decreases resident faith in the downtown, often causing them to travel elsewhere. Investing in small businesses now can have large pay-offs later.

What will this involve?

This initiative consists of three actions that can be used to create a healthy business climate in downtown Vevay:

- 1) Explore all funding sources for local businesses

Oftentimes, funding sources can be found at local and state levels. Sometimes, even federal sources can be used. These opportunities should be made readily available to anyone looking to start a business in Switzerland County.

- 2) Increase marketing and advertising availability for downtown businesses

Marketing, or the lack of it, can change the perception of a business district. By improving the availability of good marketing and advertising to local businesses, either through a Business Improvement District as suggested in the previous initiative, or through a nonprofit organization, downtown Vevay stands to gain respect and a new perception from residents and visitors. It will become a stronger point of pride in the Switzerland County community.

- 3) Create cooperating industry clusters

Emphasize business cooperation. For example, if a push for agritourism is made, also involve hotel or bed & breakfast owners in the conversation. If a push for local food production is made, involve local restaurants. Encourage cooperation through similar industries.

Funding resources

See the funding database available on the My Community, My Vision website.

Case Study One: GROWN Locally, Northeast IA

GROWN Locally demonstrates how useful the Internet can be in managing a regional food cooperative. The website's inventory is time-sensitive, so that it changes with each order. Members of the food cooperative check the website each day for orders. The site greatly reduces the amount of time necessary to coordinate order fulfillments between members.

GROWN Locally was originally formed by a group of farmers who wanted to diversify the markets they could sell to. By focusing on local customers,

a cooperative such as GROWN Locally was made possible. More information can be found at www.grownlocally.com/

Additional information

Clemson University: Case Studies of E-Commerce

Activity in Rural and Small-Town Businesses

<http://ageconsearch.umn.edu/bitstream/112894/2/E-Commerce%20Project.pdf>



Figure 28: A local farmer poses with his produce just before harvest!

Photo: www.grownlocally.com

Next Steps

Implementation & Future Relevancy

For this plan to be implemented successfully, parties must be made responsible for following through on these initiatives. One or several parties can take part in this responsibility, so long as a level of accountability is attached to the initiatives within this plan.

This plan was developed during the fall of 2014, and all of its ideas and suggestions are believed to be relevant as of that time. In order to keep up with a constantly changing and growing community, efforts should be made to update this plan on an annual basis, updating contacts, funding resources, and even the initiatives themselves as called for by changing conditions within the community.

Task Forces

One way to efficiently ensure the implementation of this plan is to first prioritize the order in which initiatives will be explored, then assign task forces for each prioritized initiative to begin planning and executing the project. These task forces can be comprised of one responsible party, or have members from a diverse range of organizations within the community.

Building Relationships

A large part of the success of SCAP relies on the responsible party's ability to network within the community and gain support for each project and initiative. Local businesses and organizations can offer support at many stages throughout the implementation process: planning, funding, execution, etc.

Task forces are oftentimes strengthened by the addition of community members. Their added perspective can often bring up many worthwhile points. When networking for the support of SCAP, benefits and contributions from all sources should be considered.

Funding

Several funding sources have been suggested in this plan, but it is in no way exhaustive. Each task force

should consider all possible funding sources to complete their initiatives even those not listed within this plan. Many times, networking within and outside of the community as mentioned in the previous paragraph can lead task forces to new funding sources.

The Implementation Guide of this plan (directly following this section) contains initiative-specific tips on how to best implement all ideas within SCAP. Suggested funding sources should be updated along with the rest of SCAP on an annual basis. This will keep SCAP relevant and most helpful to the community in the future.

Follow-Through

Responsible parties (either the same or different from those established to implement the plan) should be identified and tasked with the follow-through research to begin to analyze the effectiveness of each initiative once implemented. This will help inform future planning efforts and attempts to better the community.





Implementation Guide

A plan is most useful with its full implementation. The following sub-plan aims to detail the process involved in successfully completing the projects outlined in the initiatives throughout this plan.

Written by Lindi Conover, My Community, My Vision Implementation student mentor, this guide not only provides an overview of the project implementation process, but it also details specific funding sources for each initiative.

A funding database compiled by Lindi Conover is also available on the My Community, My Vision website (www.mycommunitymyvision.org). Please refer to it when brainstorming for funding resources.

Implementation Guide

While each community has their specific goals and initiatives, there are several factors that each plan in the My Community, My Vision program has in common. This list of economic improvement strategies was developed for an all-chapter on November 22, 2014 in Columbus, IN. The list was compiled and organized by India Ballard-Bonfitto, My Community, My Vision Economic student mentor.

This portion of the plan is intended to share resources which could help empower each community to achieve their goals. Online resources on the My Community, My Vision website supplement this information. A video of India's economic strategies presentation is available at the site. It is highly recommended that each community review these resources when trying to implement their plan. The website can be found at: www.mycommunitymyvision.org.

Economic Improvement Strategies

1. Business Improvement Districts
2. Crowdfunding
3. Heritage Tourism
4. Makers Districts
5. Revolving Loan Funds
6. Downtown Living Opportunities
7. Student Led Restaurants
8. Community Gathering Events
9. Food Security
10. Resource Recovery

The list above includes the overall strategies for community development, as presented by India Ballard-Bonfitto. Viewed alone, these strategies can be rather overwhelming. "How does one actually implement heritage tourism?" for example, is a question you might ask yourself. The goals can become ever-achievable if broken down into smaller tasks in the form of individual projects and programs, coupled with community dedication, and provided the resources to do so.

Oftentimes, larger goals must be broken down into

Smaller Projects/programs (1-5 years)	Longer-term goals (5-15 years)
Crowdfunding	Business improvement districts
Revolving loans funds	Heritage Tourism
Student-lead restaurants	Makers districts
Community gathering events	Downtown living opportunities
Farmers markets	Food security
Community Gardens	Resource recovery

Figure 29: Some projects take longer to complete than others. The table above gives examples of general timelines needed to implement each strategy listed. Table: Lindi Conover.

smaller projects, or pilot projects, and use project-specific funding sources to be achieved. Once a history of success is established, then higher-dollar funders will be more likely to donate in the future, as is the case for federal funding resources.

Plan of Action

All programs, whether they are small projects with a short timeline, or larger projects that will take five years or more to complete, require collaboration with various local, state, and federal partnerships. Such partnerships are essential for success, and also demonstrate strong, grassroots commitment to community improvement.

An online video guide on the My Community, My Vision website accompanies the listed action items and the economic tools and fundraising resources following below. In this guide, Lindi Conover, My Community, My Vision Implementation student mentor, takes you through the following components with examples to explain particular organizing goals and strategies, along with fundraising and economic implementation tools.

Implementation Guide

Keys to successful implementation include the following:

A core group of dedicated individuals who will begin the planning

The good news is that you already have this in place by being a part of the My Community, My Vision program! But you may need more people on board, which involves “selling” or lobbying for your project(s). Before you can really begin to inform and educate, you have to identify and plan out the smaller tasks of your specific projects/plan. Again, because of your involvement in the My Community, My Vision program, you already have a really strong start!

Identifying local stakeholders

Include local county and city government (mayor, city & county council, commissioners), school boards, libraries, parks departments, community leaders, businesses and business owners, political parties, banks, chambers of commerce, tourist and visitors centers in the implementation of your projects. This step usually involves the core group of organizers to brainstorm and systematically write down what headway has been made. Time will be spent looking up phone numbers, asking questions, being re-directed to the right people and generally learning the “lay of the land” in your local community.

Educate & Advocate

Now your job is to get the stakeholders on board with your project, to bring them into the fold and get them excited for your plan. This is the step in which partnerships really begin to emerge and blossom. You will discover aspects of your community which you didn't already know and begin to work together with others who are passionate about your town. Delegate to your core group of people specific tasks required to get the job done. Don't be afraid to ask for help and guidance. This is your chance to show stakeholders what the plan is and why you need them.

Assign Tasks to Achieve the Plan

You have committed individuals, agencies, organizations, and all sorts of local institutions ready to see your plan take shape and begin to make a difference in the experiences of people within the community. Identify which institutions are best suited to take part in various aspects of the process and ask them to do so.

Funding

Funding sources for community projects can be broken down into several basic category types. Each type of funding sources has its benefits and particular use, which are described below.

1. Grants
2. Private Corporate/Business sponsorship
3. Individual sponsorship
4. In-kind sponsorship
5. Crowd funding
6. Tax Incentives
7. Loans

Grants

Grants are funds which are applied for by organizations from foundations. These are monies that do not need to be repaid, but often have certain requirements, including public acknowledgment and reporting. Foundations which grant money usually have one or more application rounds each year and give priority to particular program areas or project types. Check with each foundation for details.

One great thing to keep in mind is that each county in Indiana has an established community foundation. This good fortune was made possible by the Eli Lilly Foundation. These local community foundations grant funds in each county, and their giving levels can vary based on available funds. This is always a great place to start with funding and grants because these foundations are plugged in to what is happening on the local level and are very accessible.

Private corporate or business sponsorship

Oftentimes, corporations or local businesses are interested in working with local communities to

Implementation Guide

support projects, especially if those projects have some connection to the business's mission or commercial matter. Like grants, sponsorship dollars do not need to be repaid but may require significant public acknowledgment and reporting. Business sponsorship committees may also have application deadlines, or rolling deadlines. Be sure to check with each business prior to requesting funding.

One great way to encourage sponsorship is to frame it as an advertising opportunity for the local business by giving them naming rights and/or allowing the business to place their logo on publicly displayed objects like signs, etc.

Individual sponsorship

Individual sponsorship generally occurs for a particular event and is funded by an individual, family, or small group of individuals who have donated money to the same project. Typically, this type of sponsorship involves direct solicitation and request, and does not include an application. These types of sponsorships might be given as memorials for a loved one, because the individual(s) cared about the program/project, and can include naming rights.

In-kind sponsorship

In-kind donations or sponsorships occur when an entity provides goods or services free-of-charge as a donation and does not include direct monetary donations. In kind sponsorship is often appropriate for projects that might require supplies that can be donated by a local business, but can occur at any scale. It might also be appropriate for overhead costs that an organization might not have in their budget as they start up, like marketing services.

Crowdfunding

Crowdfunding is an emerging field of fundraising in which funds are requested from a large group of people, usually for a singular project, and typically occurring through intense social media campaigns. There are 3 participants in the crowdfunding model: the project initiator who proposes the project, individuals/groups who support and fund

the project; and a moderator to bring the groups together. The project initiator creates a business plan and marketing strategy for their idea. After deciding on an appropriate crowdfunding platform, they connect with a moderator. The moderator assists them in finding local supporters appropriate for the project.

An organization typically sets up a website which accepts pledges; if a particular amount is met, then those pledges are turned into donors and the project is funded. See this resource for rules about crowdfunding projects in Indiana: www.in.gov/sos/securities/4114.htm.

Tax Incentives

This type of economic development tool requires detailed coordination with governing bodies like state and local councils and government agencies. Tax incentive tools are designed to bring a certain type of business or resident to an area and offer certain tax credits or benefits for those people/businesses.

Business Improvement Districts

A business improvement district is an economic development tool with a purpose to improve the livelihood of a downtown area. Through a BID, all owners within the proposed district are required to contribute to the communal fund through an assessment fee. Additional funds can be raised (through efforts like those described above). These communal funds are then used for services that benefit the downtown; this in turn makes the area more attractive to visitors, tourists, residents, which spurs businesses, and propels from there. This requires intensive local organizing and buy-in from policy makers who will approve the plans and assessments, owners within the district, and intense management once implemented.

Revolving Loans

Revolving loan funds provide a source of capital within the community that can be used to fill in gaps for funding. They provide low interest loans to community members. When the loans are repaid,

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the loan amount is returned to the fund and is available to other borrowers. This type of funding is most useful for projects that will eventually make money and be self-sustaining. RLFs are typically administered by planning and development commissions or economic development organizations. Initial funding can come from federal grant programs and other sources, listed above.

Business Loans

Business loans are available through banks. Loans must be repaid with varying levels of interest. The best resources are usually those in one's own community, including local credit unions and banks.

How it relates to SCAP Initiatives:

Switzerland County and Vevay's initiatives are listed below, with specific action items bulleted. Each action item includes different suggestions and/or resources for funding and implementation.

Quality of Life

After-school Activities

This goal is a small-budget item, more focused on community collaboration and partnership and less focused on funding.

- Check with the local community foundation about funding priorities and community foundation grants. Begin a conversation with the local program officer about your project. More information can be found at www.cfsci.org or 812- 427-9160.
- Collaboration & funding from the local school board. (Sometimes, local school boards will have discretionary funds for small project like this.)
- Partner with local organizations & apply for funding together. If the granting or sponsorship agency requires a 501(c)(3) organization to be the lead applicant, work with a local non-profit to apply.
- Local bank sponsorship

Farmer's Market

Several grants are available for farmer's markets. See below:

- Blooming Prairie Foundation: www.bloomingprairiefoundation.org
- Clif Bar Family: <http://clifbarfamilyfoundation.org/Grants-Programs>
- Cooperative Development Foundation: www.cdf.coop/
- Farm Aid: www.farmaid.org/site/c.qIl5IhNVJsE/b.2723745/k.9953/Grant_Guidelines.htm
- Mosaic Company: www.mosaicco.com/sustainability/or_how_to_apply.htm
- Social Venture Partners: www.socialventurepartners.org/get-involved/apply-for-a-grant/

Also, see grant funding database provided by MCMV mentors at the My Community, My Vision website.

Grants are not the only option for financing a local farmer's market. Other options include:

- Local Community Banks & Credit Unions

Improving Community Relationships

- Community Foundation Grants
- Collaboration-based action
- Once a small event or program is identified, along with any costs, seek local in-kind sponsorship

Physical Improvements

Public Art

The following are grants that can help provide funding for public art projects:

- Indiana Arts Council: www.in.gov/arts/grant&programguidelines.htm
- Other capital improvement grants, see funding database provided by MCMV mentors.

SCHS/Downtown Connection

- The Office of Community and Rural Affairs has many resources that might work for this goal. www.in.gov/ocra/

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[mainstreet.htm](#)

- Loans from local banks and/or credit unions
- Crowdfunding for a specific capital improvement project. Examples of crowdfunding sites are below:
[www.gofundme.com/](#)
[www.kickstarter.com/](#)
[www.indiegogo.com/campaigns/new](#)
[www.youcaring.com/](#)
[www.crowdrise.com/](#)

Also, see this general crowdfunding resource: [www.crowdfunding.com/](#)

Economy

Agritourism

Business Improvement District

- Organizational action in which the district is established and given some authority
- Board/governing body to make decisions about funds and disbursement
- Cooperation/approval by city/county
- Fee implementation

Business Stability

- Overall, long-term goal; each of the other individual initiatives, working together, will help to create overall business stability



Economic Analysis

This analysis, conducted and written by India Ballard-Bonfitto, My Community, My Vision Economy student mentor from Ball State University, considers the current economic demands within Switzerland County and readily available sites to meet that demand. It also considers separate industry clusters that are high-performing in the area, factors of production, and non-labor resources such as funding.

More of India's work as the Economy student mentor can be found on the My Community, My Vision website (www.mycommunitymyvision.org), namely her presentation on economic growth strategies given at the all-chapter November meeting in Columbus, Indiana.

Multiplier Effects

An Excel file has been formatted to fit the constraints of this plan's design at the end of this section. The economic multipliers analyzed for each sector include output per dollar of direct output, total jobs per direct job, and total payroll per dollar of direct payroll.

Economic Analysis

Supply of “Ready” Sites

Shovel Ready Criteria

The Indiana Shovel Ready Program identifies and certifies sites that are ready for economic development. The program has three tiers: shovel ready, shovel ready silver, and shovel ready gold. Once certified in any level, the sites are featured on the Indiana Site Selector Database and are included in the Indiana Economic Development Corporations marketing materials. According to the Indiana Office of Community and Rural Affairs (ORCA), certification levels are defined by the following:

The **base level** defines boundaries with a clear title, establishes a price, demonstrates executive level local government support, defines utility capacity, and provides documentation such as Phase I environmental assessment, ALTA, topographical, property layout, and plat maps.

Shovel Ready Silver builds upon those attributes by maintaining documentation that is less than one year old, has proper zoning, and has infrastructure built to the property.

Shovel Ready Gold expands beyond Silver by being less than five miles from a two-lane highway, has seismic data, soil borings, a minimum of 20 acres,

and has no environmental concerns.

Current Supply of Shovel Ready Sites

In Switzerland County, there is one certified Shovel Ready site, the Markland Business Park, and one shovel ready building for lease.

Sites

The sites located within the Markland business park are available for sale or lease. According to the property report, the sale terms vary, “Lots are sold based on company investment and employment. Real estate costs can be aggressively discounted for projects showing substantial benefit to the community.”

The site is located within 500 feet of the sub station. Natural gas, sewerage, water, telecom, and Internet are provided on site.

Buildings

The Textron Building located at 700 Randall St in Vevay, Indiana is available for lease. The 72,500 square foot building is ideal for distribution uses and has 70,000 square feet available for manufacturing and 2,500 square feet available for office space. Duke Energy provides electricity, natural gas is provided by Indiana Gas, and the municipal provides sewage and water.

Leisure and hospitality	5.71
NAICS 447 Gasoline stations	3.16
NAICS 813 Membership associations and organizations	2.49
NAICS 22 Utilities	1.41
NAICS 221 Utilities	1.41
Other services	1.12
NAICS 81 Other services, except public administration	1.12

Figure 30: **Economic Base Industries:** Economic base industries are defined as those that export items and bring foreign wealth into the local economy. Table: India Ballard-Bonfitto.

Economic Analysis

Condition

Economic condition refers to the status of a local economy at any given time and uses measures of the economic base, industry clusters, and industry performance to calculate said status.

Economic Base

The industries shown in Figure 30 on the previous page are in the Switzerland County economic base 2013 as defined by having a location quotient (LQ) greater than 1.

Multiplier Effect Industries

The economic multipliers analyzed for each sector include output per dollar of direct output, total jobs per direct job, and total payroll per dollar of direct payroll. The analysis found the “Professional, Scientific, and Technical Services (NAICS 54)” sector has the highest output per dollar of direct output economic multiplier at 1.25 with \$18,253,177 in total output in the county. “Manufacturing (NAICS 31-33)” has the highest total jobs per direct job multiplier at 1.76 and creates 192 direct and indirect jobs in the county. The “agriculture, forestry, fishing and hunting (NAICS 11)” sector creates the most payroll per dollar of direct payroll with a multiplier of 2.23 and a total payroll of \$593,663. Total job per direct job economic multiplier at 3.05 and creates 1,844 direct and indirect jobs. Creating jobs in the “manufacturing (NAICS 31-33)” and “agriculture, forestry, fishing and hunting (NAICS 11)” will have the largest economic impact in Switzerland County by creating other jobs and generating larger payrolls to be spent in the community. The multipliers for all sectors can be found at the end of this section.

Industry Clusters

Analysis of Demand

A shift-share analysis helps to determine what is a cause of growth/ decline and if the change is because of local or national factors. There are three calculations that are a part of a shift-share analysis: 1) Reference share; 2) Industry mix; 3) Local shift. The reference share shows the growth/decline

of an industry in the reference economy during the analysis period due to national trends. In this example, the reference share shows the growth/decline in the United States economy from 2001-2013. The reference share indicates how much an industry would have grown, by number of employees, if it were following the national growth. For example, based on the national employment growth rate of 3.34% between 2001-2014, the “manufacturing” industry should have grown by 6 employees.

The industry mix indicates growth/decline of specific industries based on national trends of the industry. For example, considering “administrative and waste services (NAICS 56)” had nationally increased by 531,413 employees, if Switzerland County were following national trends, the local industry should have increased by 2 employees.

The local shift indicates how much an industry should have grown or declined during the analysis period based on national and local factors. For example, based on local influences, the “health care and social assistance (NAICS 62)” sector should have declined by 64 employees. Results are in the table pictured in Figure 31 on the next page.

Industry Performance

Decision Tree

Based on a various influencing factors, industries can easily be identified as one of 8 industry performers: 1) Strong performer with current strength; 2) Strong performer with emerging strength; 3) Lagging performer with high priority; 4) Lagging performer limited by weak economic base and declining competitiveness; 5) Constrained performer that is limited by external factors; 6) Constrained performer limited by weak economic base; 7) Poor performer limited by weak economy; 8) Limited overall

The following chart in Figure 32 and the table in Figure 33 identifies the screening process to decide how to identify industries.

Economic Analysis

Industry Sector	LQ 2001	LQ 2013	Change in LQ	Reference Share	Industry Mix	Local Share	Industry Performance
NAICS 22 Utilities	0.74	1.41	0.67	0	(1)	5	Strong Performer
NAICS 31-33 Manufacturing	0.3	0.22	-0.08	6	(50)	(47)	Poor Performer
NAICS 44-45 Retail trade	0.34	0.59	0.25	4	(4)	25	Strong Performer
NAICS 56 Administrative and waste services	0.47	0.19	-0.28	2	2	(38)	Poor Performer
NAICS 62 Health care and social assistance	0.52	0.46	-0.06	5	43	(64)	Poor Performer
NAICS 51 Information	0.42	0.52	0.1	1	(5)	0	Constrained Performer
NAICS 81 Other services	0.22	1.12	0.9	1	(1)	48	Strong Performer

Figure 31: **Switzerland County Industry Performance:** The table above shows the relationship between a Location Quotient value change and the amount of industry businesses in the local economy can affect the overall industry performance in the area. Table: India Ballard- Bonfitto.

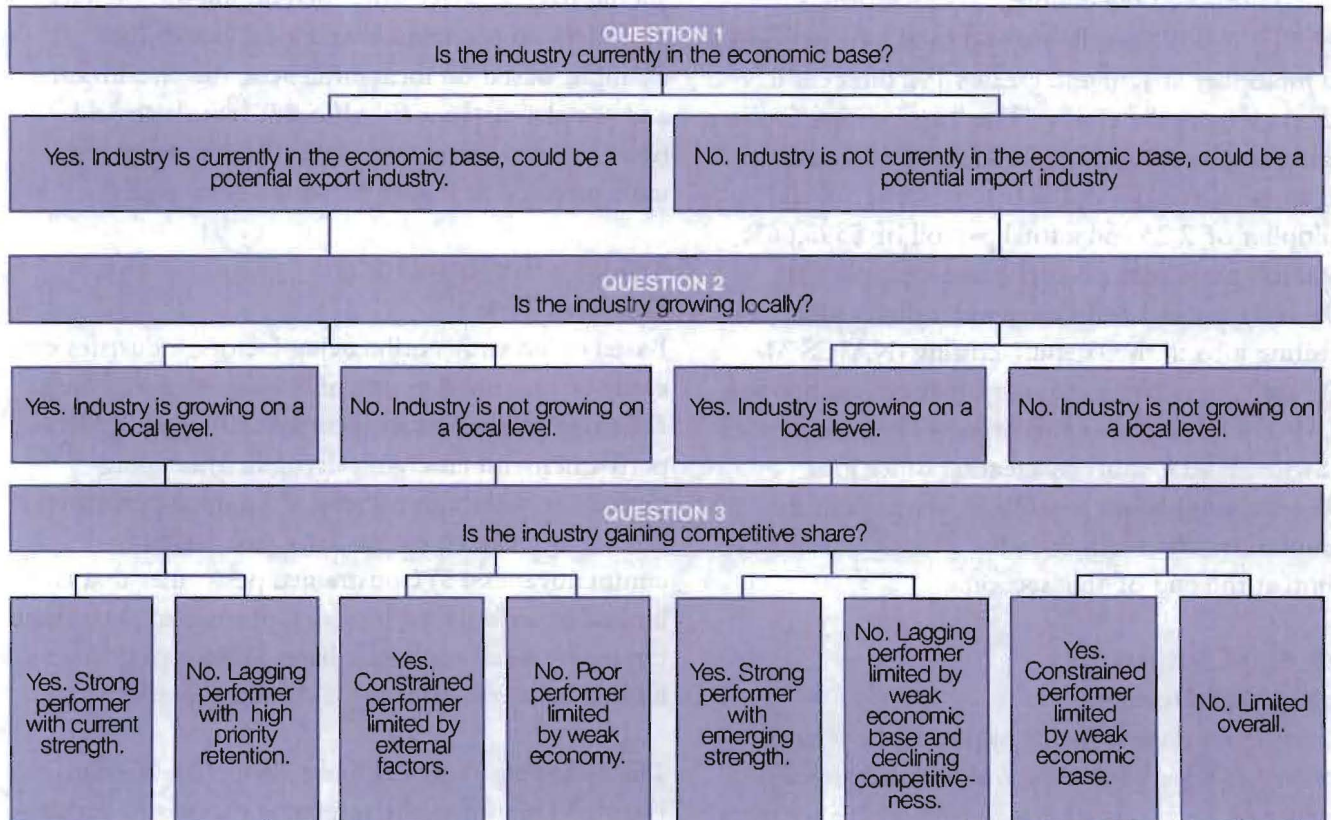


Figure 32: **Decision Tree:** The chart above details the process of deciding how an industry's performance is classified, as seen in Figure 31. Chart: India Ballard-Bonfitto.

Economic Analysis

Factors of Production

Since 1990, the Switzerland County population has increased 36% and has grown from 7,738 in 1990 to 10,526 in 2013. The population is estimated to grow to 12,972 by 2030 (www.hoosierdata.in.gov/highlights/profile.asp?geo_val=S18;C155&page_id=1).

The population distributions, shown in the figures below (Figures 34-35), detail the change in population (in percentage) by age group in 2010 and 2014. The 2010 population distribution shows patterns of immigration, depicted by bulges in the graph, between the ages of 0-14 and 45- 49. The bulges in the 0- 14 age category can be attributed to children being born and growing, while the 45-49 increase can be attributed to people moving to the community. Around the ages of 15- 34, the population is emigrating from Switzerland County. This can be because of people moving away for college or moving away for work opportunities. If people do move away for college, the graph shows they are coming back around the ages of 35- 39.

Similar to the 2010 population distribution (Figure 34), the 2014 distribution (Figure 35) also shows patterns of immigration and emigration. While birth rates are similar to 2010, the population bulges around 45 – 54 age groups, suggesting people in

those ages are moving into the community.

The labor force consists of 5,157 individuals. Of the total, 4,879 (94.6%) are employed, and 279 (5.4%) are unemployed. There are 3,103 individuals not in the labor force (statein.zoomprospector.com). The majority of the population 25+ has a high school education , while 16.3% have some college education and 14.8% have some high school education, as seen in Figure 36. (statein.zoomprospector.com)

Non-Labor Resources

Statewide Financing Programs

There are statewide financing programs designed to stimulate business development and/or retention.

These include:

- Rural Revolving Loan Fund
- 21st Century Research and Technology Fund
- Tax-exempt Bonds
- Small Business Innovation Research Initiative (SBIR/STTR)
- Venture Capital Investment Tax Credit

(Muncie-Delaware County Indiana Economic Development Alliance, 2009)

Venture Capitalist Funds

Additionally, venture capitalist can provide sources of funds for businesses in Switzerland County.

Industry Classification	Recommended Action
1 - Strong Performer (specialization, gaining employment, gaining local share)	Current Strength; Optimize, Augment, and Retain
2 - Lagging Performer (specialization and gaining employment, but losing local share)	High-Priority Retention Target
3 - Constrained Performer (losing employment due to external trends)	Low-Priority Retention Target - Prospects Limited Due to External Trends
4 - Poor Performer (losing employment, losing local share)	Low-Priority Retention Target - Prospects Limited Due to Internal Weakness
5 - Strong Performer (not a specialization, but gaining employment and gaining local share)	High-Priority Attraction Target - Emerging Strength
6 - Lagging Performer (not a specialization, losing employment, but gaining local share)	Prospects Limited Due to Weak Base and Declining Competitiveness
7 - Constrained Performer (not a specialization, losing employment, but gaining local share)	Prospects Limited Due to Weak Base and External Trends
8 - Poor Performer (not a specialization, losing employment, losing local share)	Prospects Limited Overall

Figure 33: **Industry Classification and Recommendations:** Once an industry is classified, decisions must be made about how to move forward. The table above shows several options. Table: India Ballard-Bonfitto.

Economic Analysis

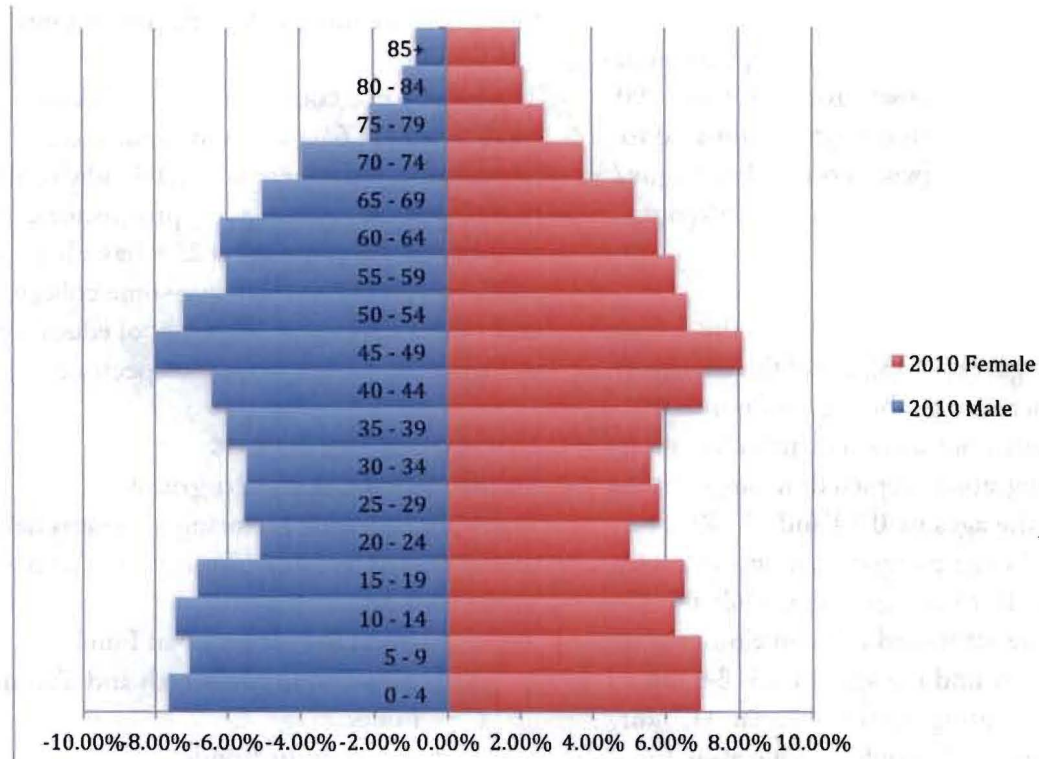


Figure 34: **2010 Population Distribution:** The population distribution showed above and in Figure 34 can help to show whether Switzerland County has an aging or young population. Chart: India Ballard-Bonfitto.

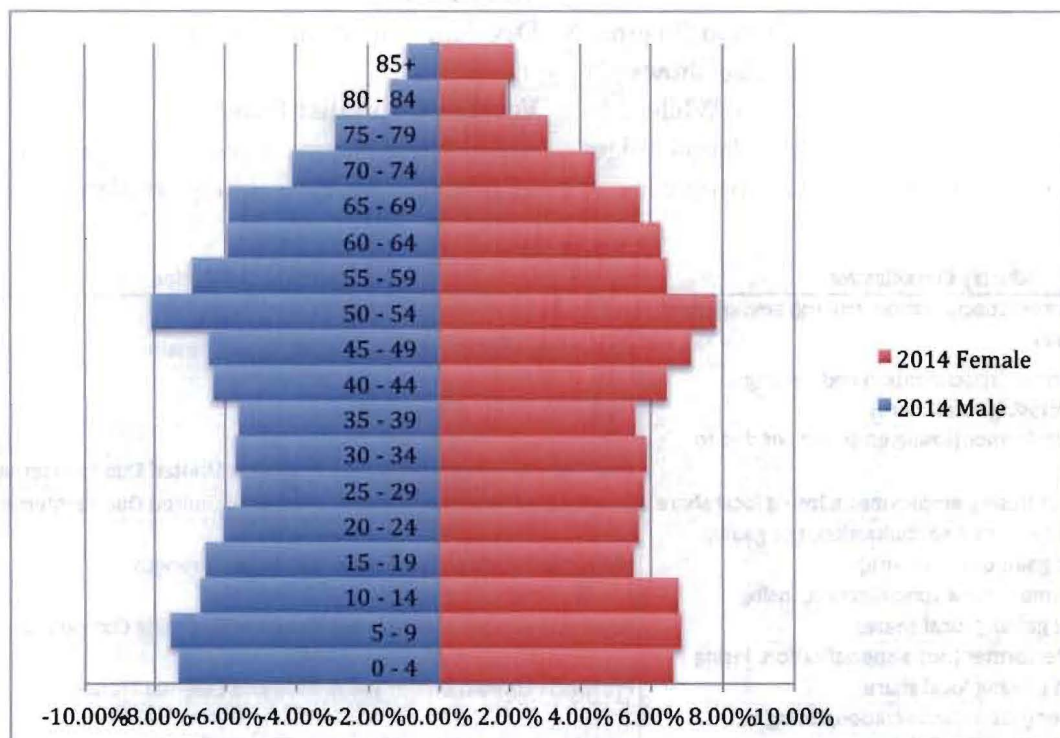


Figure 35: **2014 Population Distribution:** The 2014 data is similar to that of 2010 (Figure 33) but shows a slightly aging population: people tend to move away in their twenties. Chart: India Ballard-Bonfitto.

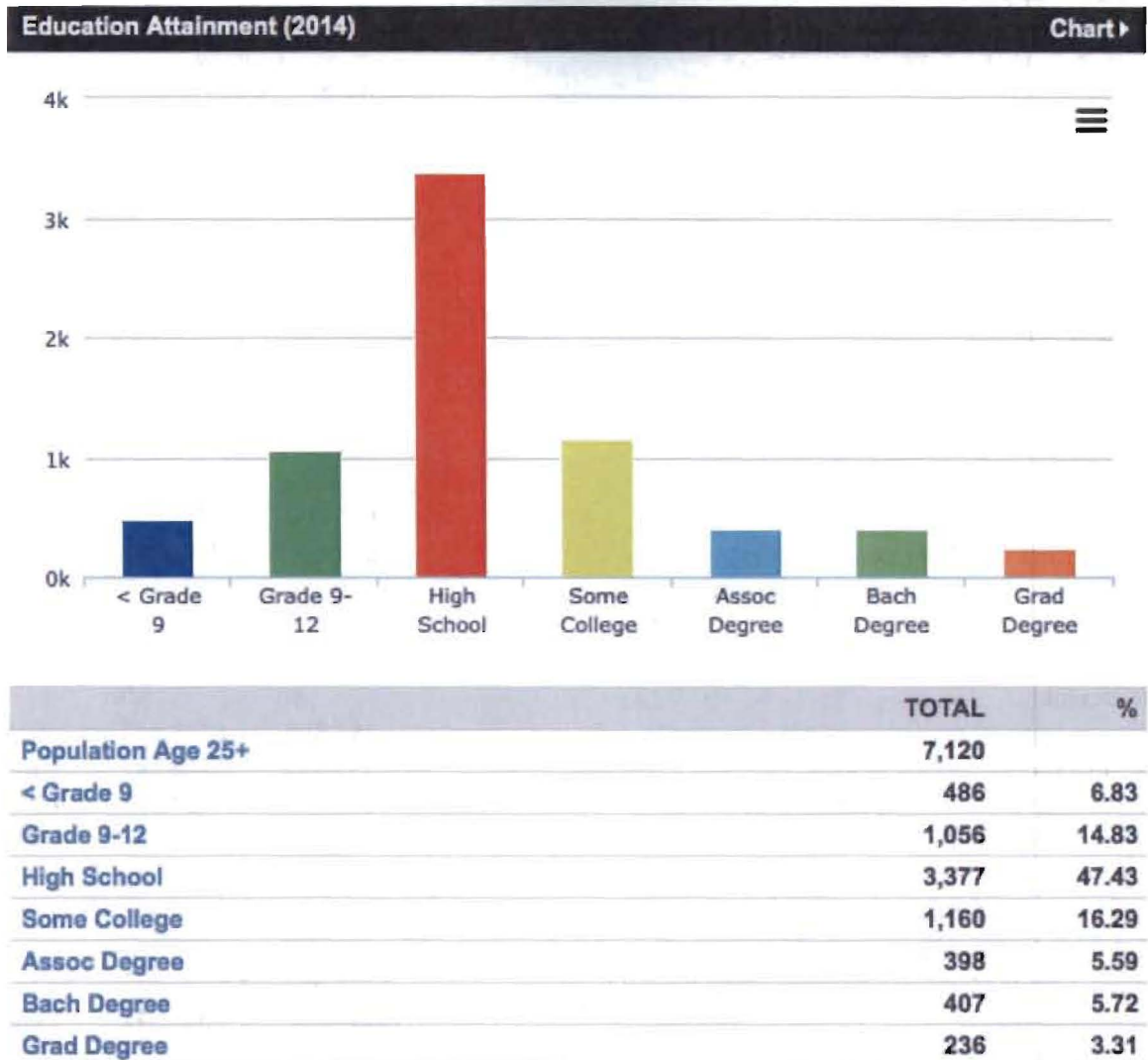


Figure 36: **Switzerland County Educational Attainment:** Educational considerations are very important when gauging the labor force of an area. Chart: India Ballard-Bonfitto.

Venture capital is money provided by investors to businesses; typically start up firms or small business, which are believed to have large growth potential and long term benefits. While venture capital investors typically have a higher risk than other types of investments, but returns can be greater than usual.

In Indiana, venture capital firms target funding in various industries. For example, Lilly Ventures focuses investment in biotechnology and medical technology businesses across the state; CID Capital targets opportunities in the life sciences, manufacturing technology, business services, and information technology sectors; and Cardinal Equity Partners focuses in re-capitalizing lower and middle

market businesses. The 11 largest venture capital firms in the state include:

- CID Capital, Inc.
- Lilly Ventures
- Cardinal Equity Partners
- Indiana Community Business Credit Corp.
- Allos Ventures
- Heron Capital
- Cambridge Ventures LP
- Pearl Street Venture Funds
- Periculum Capital Co. LLC
- Indiana Seed Fund I
- AGS Capital LLC

(Muncie-Delaware County Indiana Economic Development Alliance, 2009)

Continued on page 56.

Multiplier Effects

	A	B	C	D
	Switzerland County Multiplier Effects		Mining, Agriculture, Quarrying, Forestry, and Oil and Fishing and Gas Hunting Extraction Construction (NAICS 11) (NAICS 21) (NAICS 23)	
1				
2	Sales	\$ 4,352,000	\$ 7,562,043	\$10,526,000
3	Employees	80	40	165
4	Economic Multipliers			
5	Output per dollar of direct output	1.21119	1.14886	1.16495
6	Total jobs per direct job	1.26372	1.32107	1.18106
7	Direct payroll per dollar of direct output	0.0617148	0.419574	0.236685
8	Total payroll per dollar of direct payroll	2.22866	1.06593	1.15263
9	Direct effect of IBT per dollar of direct output	0.0151155	0.0258247	0.00567246
10	Total effect of IBT per dollar of direct output	0.02321547	0.03630069	0.0163444
11	Multipliers calculated from state and county input-output tables.			
12	Direct Impact			
13	Annual production (direct output)	\$4,316,252	\$10,615,260	\$17,307,953
14	Direct jobs	80	40	\$165
15	Average annual earnings per job	\$3,330	\$111,347	\$24,827
16	Annual production per worker	\$53,953	\$265,382	\$104,897
17	Direct payroll, including benefits	\$266,377	\$4,453,887	\$4,096,533
18	Direct effect of IBT	\$65,242	\$274,136	\$98,179
19	Total Impact			
20	Output or sales impact in the county	\$5,227,801	\$12,195,448	\$20,162,899
21	Total jobs in the county	101	53	\$195
22	Payroll in the county (from county average data)	\$593,663	\$4,747,532	\$4,721,787
23	IBT in the county	\$100,204	\$385,341	\$282,888
24	Indirect Business Tax Impact			
25	Total			
26	Federal Government	\$5,971	\$22,963	\$16,858
27	State and Local Government	\$94,232	\$362,378	\$266,030
28	Sales Tax	\$44,826	\$172,384	\$126,551
29	Property Tax	\$44,396	\$170,729	\$125,336
30	Other Taxes	\$5,010	\$19,265	\$14,143
31	Direct			
32	Federal Government	\$3,888	\$16,336	\$5,851
33	State and Local Government	\$61,354	\$257,800	\$92,328
34	Sales Tax	\$29,186	\$122,636	\$43,921
35	Property Tax	\$28,906	\$121,459	\$43,499
36	Other Taxes	\$3,262	\$13,705	\$4,908

Multiplier Effects

E	F	G	H	I	J	K
Manufacturing (NAICS 31-33)	Wholesale Trade (NAICS 42)	Retail Trade (NAICS 44-45)	Transportation and Warehousing (NAICS 48-49)	Utilities (NAICS 22)	Information (NAICS 51)	Finance and Insurance (NAICS 52)
\$ 14,752,356	\$ 7,042,000	\$ 15,225,876	\$ 2,386,000	\$ 3,450,000	\$ 1,147,991	\$ 9,584,002
109	57	185	55	28	26	62
1.2004	1.1669	1.19427	1.22247	1.10502	1.17442	1.24238
1.76041	1.17228	1.09122	1.13795	1.68569	1.24006	1.52014
0.0986587	0.359818	0.299199	0.445065	0.0409904	0.164438	0.286505
2.20439	1.09288	1.12964	1.18194	1.53618	1.21935	1.35227
0.010818	0.145816	0.132212	0.00675024	0.0950056	0.01902808	0.0128998
0.02346703	0.15529895	0.14334139	0.016656	0.10157414	0.02573305	0.02108761
\$18,893,303	\$4,879,051	\$5,039,430	\$1,913,523	\$14,857,185	\$3,118,026	\$ 7,422,039.00
109	57	185	55	28	26	62
\$17,101	\$30,799	\$8,150	\$15,484	\$21,750	\$19,720	\$ 34,298.00
\$173,333	\$85,597	\$27,240	\$34,791	\$530,614	\$119,924	\$ 119,710.00
\$1,863,989	\$1,755,570	\$1,507,792	\$851,642	\$609,002	\$512,722	\$ 2,126,451.00
\$204,388	\$711,444	\$666,273	\$12,917	\$1,411,516	\$59,332	\$ 95,743.00
\$22,679,521	\$5,693,364	\$6,018,440	\$2,339,224	\$16,417,487	\$3,661,872	\$ 9,220,992.00
192	67	202	63	47	32	94
\$4,108,958	\$1,918,628	\$1,703,263	\$1,006,590	\$935,537	\$625,187	\$ 2,875,536.00
\$443,370	\$757,711	\$722,359	\$31,872	\$1,509,106	\$80,236	\$ 156,513.00
\$26,421	\$45,154	\$43,047	\$1,899	\$1,899	\$4,781	\$ 9,327.00
\$416,948	\$712,558	\$679,312	\$29,972	\$29,972	\$75,455	\$ 147,186.00
		\$323,149	\$14,258	\$14,258	\$35,894	\$ 70,017.00
\$196,440	\$335,712	\$320,049	\$14,121	\$14,121	\$35,550	\$ 69,345.00
\$220,509	\$376,846	\$36,114	\$1,593	\$1,593	\$4,011	\$ 7,825.00
\$12,180	\$42,396	\$39,705	\$770	\$770	\$3,536	\$ 5,706.00
\$192,208	\$669,047	\$626,569	\$12,147	\$12,147	\$55,797	\$ 90,037.00
		\$298,059	\$5,778	\$5,778	\$26,542	\$ 42,831.00
\$90,556	\$315,212	\$295,199	\$5,723	\$5,723	\$26,288	\$ 42,420.00
\$101,652	\$353,835	\$33,310	\$646	\$646	\$2,966	\$ 4,787.00

Chart continued on next page.

Multiplier Effects

	L	M	N	O	P	Q
	Real Estate and Rental and Leasing (NAICS 53)	Professional, Scientific, and Technical Services (NAICS 54)	Management of Companies and Enterprises (NAICS 55)	Support and Waste Management and Remediation Services (NAICS 56)	Educational Services (NAICS 61)	Health Care and Social Assistance (NAICS 62)
1						
2	\$ 2,287,703	\$ 11,791,863	\$ -	\$ 6,821,000	\$ 1,875,329	\$ 4,798,041
3	48	270	-	147	136	131
4					Data not available	
5	1.14083	1.24895		1.21373		1.21397
6	1.41602	1.1813		1.10681		1.15487
7	0.136474	0.285883		0.250095		0.484333
8	1.19614	1.22518		1.20358		1.10469
9	0.122359	0.0111236		0.0122294		0.00759544
10	0.13049412	0.02499624		0.02388731		0.02038663
11						
12						
13	\$13,906,755	\$14,614,818		\$5,488,515		\$7,385,025
14	48	270		147		131
15	\$39,540	\$15,475		\$9,338		\$27,304
16	\$289,724	\$54,129		\$37,337		\$56,374
17	\$1,897,911	\$4,178,128		\$1,372,650		\$3,576,811
18	\$1,701,617	\$162,569		\$67,121		\$56,093
19						
20	\$15,865,244	\$18,253,177		\$6,661,576		\$8,965,198
21	68	319		163		151
22	\$2,270,167	\$5,118,959		\$1,652,094		\$3,951,268
23	\$1,814,750	\$365,316		\$131,106		\$150,556
24						
25						
26	\$108,145	\$21,770		\$7,813		\$8,972
27	\$1,706,605	\$343,546		\$123,293		\$141,584
28	\$811,834	\$163,425		\$58,651		\$66,705
29	\$804,044	\$161,857		\$58,088		\$74,879
30	\$90,728	\$18,264		\$6,555		
31						
32	\$101,403	\$9,688		\$4,000		\$3,343
33	\$1,600,214	\$152,882		\$63,121		\$52,750
34	\$761,223	\$72,726		\$30,027		\$24,852
35	\$753,919	\$72,028		\$29,739		\$27,897
36	\$85,072	\$8,128		\$3,356		

Multiplier Effects

R	S	T	U	V	W	X	Y
Arts, Entertainment, and Recreation (NAICS 71)	Accommodation and Food Services (NAICS 72)	Other Services (except Public Administration) (NAICS 81)					
\$ 1,227,780	\$ 503,936,978	\$ 6,543,310					
21	1,692	138					
1.16018	1.19868	1.24862					
1.14454	1.13136	1.0952					
0.148246	0.319108	0.494714					
1.54823	1.12668	1.11928					
0.0423448	0.0611999	0.0388085					
0.04974135	0.07309512	0.05463777					
\$1,432,821	\$115,439,722	\$3,509,995					
21	1,692	138					
\$10,115	\$21,772	\$12,583					
\$68,230	\$68,227	\$25,435					
\$212,410	\$36,837,739	\$1,736,443					
\$60,673	\$7,064,899	\$136,218					
\$1,662,330	\$138,375,286	\$4,382,649					
24	1,914	151					
\$328,860	\$41,504,343	\$1,943,566					
\$71,270	\$8,438,080	\$191,778					
\$4,247	\$502,842	\$11,428					
\$67,023	\$7,935,239	\$180,350					
\$31,883	\$3,774,801	\$85,793					
\$31,577	\$3,738,579	\$84,969					
\$3,563	\$421,859	\$9,588					
\$3,616	\$421,011	\$8,117					
\$57,057	\$6,643,888	\$128,100					
\$27,142	\$3,160,504	\$60,937					
\$26,882	\$3,130,177	\$60,353					
\$3,033	\$353,207	\$6,810					
Output or sales impact in the county						\$3,661,872	
Total jobs in the county							32
Payroll in the county (from county average data)						\$625,187	
IBT in the county						\$80,236	

Economic Analysis

Tax Credits

There are various tax credits available through the State of Indiana to stimulate business development including:

- Skill Enhancement Fund
- Economic Development for a Growing Economy (EDGE) Tax Credit
- Research and Development Tax Credit
- Hoosier Business Investment (HBI) Tax Credit
- Hoosier Headquarters Relocation Tax Credit
- Hoosier Alternative Fuel Vehicle Manufacturer Tax Credit

(Indiana Economic Development Corporation, n.d.).



Glossary

A

Action Plan

A plan made by a community, often while working with a consultant urban planner, that identifies shortcomings or problems within the area and lists series of steps, or actions, to work towards a solution

Agritourism

The practice of drawing visitors to an area through agricultural processes (e.g. touring farms, etc.)

Artisan (goods)

A type of good that is made by a skilled tradesman; often handmade and artistic in nature

B

“Brain Drain”

The loss of young and/or educated people from a region

Built Environment

Refers to the infrastructure and buildings which make up an urban, suburban, or rural area; the byproducts of human habitation

Business Improvement District (BID)

A defined area within which businesses pay an additional fee in order to fund projects within the district’s boundaries. The user fees often completely fund a BID, but other fund sources (both private and public) can be explored to help offset these costs

C

Case Study

In terms of SCAP, an example which displays several elements of previously outlined suggestions; often are in similarly sized areas with similar issues

Crowd Funding

A fundraising method which collects small amounts of money from several people, typically via the Internet

D

Demographics

Statistical information of the population of an area and its subgroups; used to help analyze an area's conditions in urban planning

E

E-Commerce

Business transactions conducted on the Internet; this document explores the possibilities of extending e-commerce practices to agricultural businesses

Economic Base

The industries which provide employment in an area and export goods, bringing foreign money into the local economy

F

Factors of Production

The inputs used to create goods or services for profit: land, labor, capital, and entrepreneurship

G

Goal Areas

In this document, the categorization of initiatives into three groups (Quality of Life, Physical Improvements, and Economy) based on the nature of each project contained in the initiative

Grants

Money given by an organization for a project; generally does not have to be paid back

I

In-Kind Donations

The donation of services or goods to a project rather than money to buy said services or goods; work done pro-bono

Industry Clusters

Groups of similar and related businesses and industries which locate near each other to share resources; often a web of buyer-seller relationships as well

Initiatives

In this document, the outlined actions and projects necessary to combat issues within Switzerland County brought up during the planning process

L

Loans

Money that is borrowed (usually from a bank) and must be repaid

Location Quotient

The quantification of the concentration of industries in an area compared to other reference economies; quantitative data that displays what makes an area unique from others

M

My Community, My Vision

A program in its pilot year (2014-2015) that involves the partnership of IHCD, BSU, and rural high school groups throughout Indiana to create plans for rural areas to combat the effects of "brain-drain"

Multiplier Effects

Additional benefits generated from new economic activity, often measured in new jobs or additional tax revenue

N

NAICS (North American Industry Classification System)

The standard classification system of businesses and industries used by the federal government when

collecting and publishing statistical data

P

Population Distribution

How the population of an area is arranged across different variables, such as age, sex, race, income, etc.

Public Art

Art that is located in the public domain and is accessible and available to all; can also be interactive

Q

Quality of Life

The standard of health and happiness available to groups of people in an area; often related to the amenities offered by where they live

S

Shift-Share Analysis

A study that shows the relationship between a local economy and a larger reference economy; shows changes in the local economy that are often affected by regional or national factors

"Shovel-Ready" Sites

A site where planning and engineering studies have progressed to the point that immediate construction could begin upon purchase; this is attractive to developers because it reduces their costs and time of building

Stakeholder

A person or organization who has vested interest in a community or project

SWOT Analysis

A study of the Strengths, Weaknesses, Opportunities, and Threats in an area; strengths and weaknesses are current conditions, whereas opportunities and threats are forecasted conditions

T

Task Forces

A small breakout group or committee which focuses on a specific aspect of a project

Tax Credits

An amount of money that can be subtracted from the amount of taxes owed to the government

Tax Incentives

An offer from the government to pay less taxes, normally for a set amount of time, in return for doing something that the government wants; usually applies to developers and particular projects that might not be driven by the market